

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
January 25, 2007 1:00 p.m. CDT

The meeting was called to order by Chairman Katie Winchester at 1:00 p.m.

Commission Members present:

Mr. Riley Darnell
Mr. Adam Green
Mr. Ransom Jones
Ms. Debbie Koch
Mr. Jack Murrah
Mr. Dale Sims

Mayor A C Wharton
Ms. Katie Winchester
Ms. Sondra Wilson
Dr. Brad Windley
Ms. Eleanor Yoakum

Adoption of Agenda

Ms. Winchester welcomed all to the meeting. She then recognized Ms. Wilson, the new THEC student member from Tennessee Technological University, and Jim Murphy from the University of Tennessee Board of Trustees. Ms. Winchester thanked all guests and then called for a motion to adopt the meeting agenda. Ms. Debby Koch made a motion to approve the agenda. Dr. Brad Windley seconded the motion; the motion was duly adopted.

Approval of Minutes, November 16, 2006 Meeting

Ms. Winchester called for a motion to approve the minutes of the November 16, 2006 Commission meeting as presented. Mr. Jack Murrah made a motion to approve the minutes as presented. Dr. Brad Windley seconded the motion; the motion was duly adopted.

Chairman's Report

Ms. Winchester began her report by commenting positively on productivity of the work session earlier in the day. She then called on Ms. Katrina Miller for presentation of the 2006-07 THEC Fact Book. Dr. Rhoda briefly introduced Ms. Miller and noted her recent graduation from the University of Tennessee with a Master's in Higher Education Administration. Ms. Miller discussed the different types of data included in the report such as enrollment, graduation and retention rates, tuition and state appropriations, and other indicators within the higher education community. Ms. Miller noted that the THEC Fact Book was an updated version of what was previously referred to as the higher education Statistical Abstract.

Ms. Winchester then provided an update on the activities of the Audit Committee. She noted that all mandatory requirements have been met with the exception of the Risk Assessment Committee of the Commission staff operations, which is nearing completion. Upon completion of the risk assessment, the committee will review and test the results of the assessment and will implement any corrective actions necessary. The committee will then transmit to the State Comptroller the results of the assessment and identify the controls established to reduce the risk of fraud. She noted that the committee had consulted with state audit staff for guidance during the entire process and was confident the progress will be satisfactory when reviewed during the compliance audit later this year.

Executive Director's Report

Dr. Rhoda was recognized to provide his report. He welcomed all to the meeting and provided an overview of the meeting agenda. He commented on the report on the Fact Book provided by Ms. Miller and noted the importance of the data in that report. Dr. Rhoda then focused on several key points of how the data drive policy considerations. He stated that increasing educational attainment levels in Tennessee is of utmost importance. He discussed the population's age groups, diversity, high school demographics and income levels, workforce patterns, and college graduation rates. He elaborated on provisions that are in place to increase graduation rates.

Systems' Reports

University of Tennessee

Ms. Winchester recognized Dr. Jack Britt to provide UT's report in the absence of Dr. Petersen. Dr. Britt noted that UT incorporates measures in its strategic plan focused on several of the statistics Dr. Rhoda presented. Specifically, the plan includes benchmarks for access for students that require financial assistance to attend college, as well as underserved students in the 33 counties in the State of Tennessee with the lowest educational needs index. He stated that UT was releasing a report on the lottery scholarship later in the day and noted the benefits for students at each campus. He also noted that 9 out of every 10 first time freshman at UT Knoxville had a lottery scholarship and nearly 60 percent retained the scholarship after the first year.

He then discussed the Tennessee biofuels initiative; a new initiative to decrease the United States' dependency on foreign oil and to economically assist Tennessee farmers. The collaboration with Oak Ridge National Laboratory proposes to build and establish a pilot refinery to move toward production using renewable resources such as corn and switch grass to produce about one-third of the fuel needed in Tennessee.

Tennessee Board of Regents

Dr. Charles Manning was recognized to present his report. Dr. Manning briefed the Commission on TBR efforts to increase Nursing degrees. He discussed the increase in graduates at all levels since 2000. Associate degree graduates have increased by 31 percent; bachelor degrees by 56 percent; masters degrees by 87 percent; the new doctorate level, which is a new program having two graduates; and the LPN has increased by 32 percent.

Tennessee Student Assistance Corporation

Dr. Robert Ruble, Executive Director of TSAC, was recognized to give his report. Dr. Ruble briefly discussed the second annual College Goal Sunday Access Initiative. He then recognized Ms. Darolyn Porter to address the Commission. Ms. Porter noted the brochures regarding College Goal Sunday and discussed the increase in College Goal sites last year from 17 to 35. She also noted the support received from institutions and volunteers for this event. Ms. Porter then recognized Ms. Jeri Fields to comment on the public service announcements. Ms. Fields noted the cooperation with Comcast for these announcements and then played the commercials.

Academic Affairs

New Academic Programs

Dr. Linda Bradley was recognized to provide information on the new academic programs. Dr. Bradley noted the detailed discussion for each of the eight academic programs and one academic unit at the work session earlier in the day. She also noted that each program and unit had gone through the necessary approval processes with the respective boards and THEC criteria, included as Attachment A to the official copy of these minutes. After discussion, Dr. Brad Windley made a motion to approve all programs and the Academic Unit. Ms. Debby Koch seconded the motion; the motion was duly adopted.

Articulation and Transfer Status Report

Dr. Bradley briefed the Commission on the progress of objectives of the legislation in Chapter 795 of the Public Acts of 2000, which requires the Tennessee Higher Education Commission to work with the University of Tennessee and Tennessee Board of Regents to create and have in place a university tract program within UT and TBR consisting of sixty (60) semester hours of instruction within each major discipline that can be transferred and applied toward the requirements for a bachelor's degree. Dr. Bradley noted the impact of the Lottery Scholarship and dual

enrollment programs. The progress report is included as Attachment B to the official copy of these minutes.

Institute of Public Health Status Report

Dr. Linda Doran, Senior Policy Officer, was recognized to provide a status report on the Institute of Public Health (TNIPH). Dr. Doran noted that the Institute released the Tennessee County Health Rankings: 2006 Index, on December 12, 2006. She discussed the model developed by the University of Wisconsin Population Health Institute, and noted that the TNIPH adapted that model and brought together over 34 measures of health, from over 12 different data systems, to summarize the overall health of each county in Tennessee. Dr. Doran then called on Dr. Jo Edwards, interim director of the Institute, to further discuss the program. Dr. Edwards reviewed the county rankings and other factors relating to improving public health in Tennessee and noted the next steps of the Institute.

Temporary Authorization of New Institutions and Approval of New Programs Under the Postsecondary Authorization Act

Dr. Stephanie Bellard, Assistant Executive Director for Postsecondary School Authorization, presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant temporary authorization to proposed new institutions and new programs. A listing of the institutions and programs are included as Attachment C to the official copy of the minutes. A motion was made by Dr. Windley to adopt the recommendations as presented. The motion was seconded by Mayor A C Wharton. There being no further discussion, Ms. Winchester called for a vote on the motion that was duly adopted.

Fiscal Affairs

October 31 Revised Budgets, 2006-07

Mr. Jim Vaden, Chief Fiscal Officer, was recognized to present the 2007-08 Appropriations and Student Fee Recommendations, Capital Outlay and Capital Maintenance, as summarized on Attachment D. Mr. Vaden commented on the productive discussion at the work session earlier in the day. He also noted that the budgets were well prepared by each board, and that THEC criteria had been followed. Dr. Brad Windley made a motion that the Commission approve the staff recommendation on the revised 2006-07 October 31 operating budgets, which were submitted by the University of Tennessee and the Tennessee Board of Regents for consideration by the Commission; the staff be authorized to transmit the Commission's action on the revised 2006-07 October 31 operating budgets, along with appropriate commentary, to the Commissioner of

Finance and Administration for review and approval; and that the Executive Director be granted the authority to make technical and other necessary adjustments as appropriate. Ms. Eleanor Yoakum seconded the motion.

Mr. Dale Sims discussed the funding of intercollegiate athletics and suggested that the staff bring options at the next quarterly meeting for implementing regulations or guidelines for funding intercollegiate athletics. Mr. Sims requested an amendment to the motion to include his request. Dr. Windley included Mr. Sims' request as an amendment to the motion. Ms. Winchester then called for a vote on the motion as amended which was duly adopted.

Dr. Rhoda briefly reviewed the Gap Method of distributing new state operating appropriations to higher education institutions. The Gap Method calculates the gap between the current appropriation of each higher education institution and its respective full funding recommendation. The new money available for distribution is then prorated among the institutions so that their respective funding gaps are closed by an equal percentage. The methodology will be utilized by the Commission staff as a general practice if new money becomes available for distribution unless specific circumstances arise that would require revisiting its appropriateness.

Ms. Winchester called for a motion. Mayor AC Wharton made a motion that the Commission approve the staff recommendation to adopt the Gap Methodology. Dr. Windley seconded the motion; the motion was duly adopted.

Policy, Planning and Research

2006 Lottery Scholarship Annual Report

Mr. David Wright, Associate Executive Director for Policy, Planning, and Research, was recognized to present the report on the Lottery Scholarship. Mr. Wright gave a brief overview of the data in the report and recognized Mr. Rob Anderson for further discussion. Mr. Anderson discussed the data included in the report at length and advised the Commission of matters such as the rate of retention, award amounts, and GPA's of the scholarship recipients disaggregated by various student demographic characteristics.

Ms. Winchester recognized Senator Thelma Harper for questions. Senator Harper expressed concern about the report's findings, as they point to the lack of retention of the scholarship by African-American students. She also expressed the opinion that the criteria for retaining the scholarship should be revisited to enable more African-American

students to complete a higher education. Dr. Rhoda thanked Senator Harper for initiating the discussion. He then stated that higher education needed to do a better job of informing students and families of the requirements for the scholarship. Mayor Wharton stated that it was troubling to see students from families with higher incomes getting more scholarships than lower income students, but commended the staff for the well-written report. Mayor Wharton asked for elaboration on family income levels. Mr. Anderson reviewed the levels in detail and noted that data indicated that lower income students did not retain the scholarship or return to higher education at rates similar to higher income students. A copy of this report is included as Attachment E to the official copy of the minutes. Ms. Winchester requested a motion to convene a committee, chaired by Mayor Wharton and staffed by Dr. Rhoda and other Commission members of Mayor Wharton's choice, to further study the data contained in the report and submit recommendations to the Commission within 60 days. Dr. Windley made a motion to accept Ms. Winchester's request. Ms. Koch seconded the motion; the motion was duly adopted.

Challenge 2010: Annual Master Plan Progress Report

Mr. David Wright briefly reviewed the Challenge 2010: Annual Master Plan Progress Report. He noted that the *Challenge 2010* report is the second in a series of five reports documenting progress toward meeting the 2010 goals of the *2005-2010 Master Plan for Tennessee Higher Education: Creating Partnerships for a Better Tennessee*. Mr. Wright stated that the purpose for focusing *Challenge 2010* on Master Plan aspirations is to underscore the centrality of the nineteen planning goals in guiding State efforts to improve access, student preparation, affordability, and ensure excellence in Tennessee post-secondary education. He also stated that *Challenge 2010* further integrates accountability reporting with existing accountability measures by embedding planning goal assessment into the THEC 2005-2010 Performance Funding Program.

GEAR UP Status Report

Dr. Deborah Boyd was recognized to give a report on GEAR UP initiatives. Dr. Boyd began by noting that staff was working on state-wide implications and access issues. She then recognized Ms. Flora Craig, the East Tennessee Regional coordinator for GEAR UP. Dr. Boyd then called on Ms. Wendy Tabor. Ms. Tabor briefed the Commission on a joint launching of a national media campaign "Know How To Go" sponsored by the Lumina Foundation, Ad Council, and American Council on Education, targeting low-income, first-generation college students in grades 8-10. The campaign will raise awareness of the first few steps necessary to begin the path to a college education. Ms. Tabor noted the

increase in on-line applications and the progress of the transcript upload database training.

Dr. Boyd then recognized Ms. Maria Meador to brief the Commission on the Bridge Incentive Award. Ms. Maria stated that by January 2007, over \$192,000 had been awarded to the institutions in the nine counties currently served by the GEAR UP program.

Dr. Boyd next recognized Ms. Erin O'Hara. Ms. O'Hara briefed the Commission on the scholarship program for 8th grade students currently being developed, which will serve as a supplement to the HOPE award.

In closing, Dr. Boyd discussed the administration of the EPAS program, an ACT preparatory program for eighth grade to tenth grade students in the GEAR UP counties.

Post-Geier Status Report

Dr. William Arnold was recognized to provide the Post-*Geier* status report. Dr. Arnold noted the commitments to diversity by both governing boards and the actions taken by each. He discussed the expansion of the Tennessee Institute for Pre-professionals program by UT, TBR, and THEC staff. Dr. Arnold stated that THEC has requested six additional positions in the SREB Doctoral Scholars program, which has a graduation rate of 90 percent, at the cost of \$120,000, doubling the current commitment.

Legislative Report

Dr. Arnold advised the Commission that both the House and Senate were in recess until January 29 and February 5, respectively. He then briefed the Commission on bills affecting higher education and the lottery scholarship.

Administrative Items

Spring Commission Meeting

Dr. Rhoda advised the Commission that the Spring quarterly meeting will be held on April 26, 2007.

There being no further business, the meeting was adjourned at 3:30.

Approved:

Katie Winchester
Chairman

A C Wharton
Secretary

Attachment A

Academic Programs

1. East Tennessee State University, College of Public Health
2. Austin Peay State University, Master of Arts in Teaching (MAT)
3. East Tennessee State University, Bachelor of Arts (BA) in Women's Studies
4. Nashville State Technical Community College, Associate of Applied Science (AAS) in Industrial Process Control Technology
5. Walters State Community College, Associate of Applied Science (AAS) in Information Technology
6. Walters State Community College, Associate of Applied Science (AAS) in General Technology
7. Dyersburg State Community College, Associate of Applied Science (AAS) in General Technology
8. Motlow State Community College, Associate of Applied Science (AAS) in General Technology
9. Chattanooga State Technical Community College, Technical Certificate in Dental Assisting

Articulation and Transfer Status Report

The General Assembly determined that a higher education system that failed to allow the transfer of seemingly identical or similar courses increased the time to degree and cost to the student and the state. It was also the perception of the General Assembly that public higher education was not taking adequate steps to remedy the problem. Therefore, the legislature passed Public Chapter 795, Acts of 2000.

Public Chapter 795 requires the Tennessee Higher Education Commission to work with the University of Tennessee and Tennessee Board of Regents to:

- Create and have in place by the 2001 fall semester, a university tract program within UT and TBR consisting of sixty (60) semester hours of instruction within each major discipline that can be transferred and applied toward the requirements for a bachelor's degree, thus allowing a student who has successfully completed the tract to enter the transferring institution as a junior
- Create an atmosphere that is conducive to transferability of credits among Tennessee's public colleges and universities
- Report to the Joint Education Oversight Committee and the chairs of the chairs of the House and Senate Finance, Ways and Means Committees on the progress made toward full articulation on October 1 of each year

Improving articulation, ensuring seamless transfer, and increasing the persistence to graduation of transfer students is an on-going process for the Commission and the University of Tennessee and the Tennessee Board of Regents systems. While this coalition has made significant progress in achieving the aims of Public Chapter 795, it continues to refine major articulation measures and implement additional strategies for improving the transfer process. The following summary describes 2006 progress toward the objectives of the legislation.

"Create and have in place a university tract program"

The THEC adopted in 2000 a 60-hour module for associate degrees and a 120 semester hour requirement for the baccalaureate to facilitate efficient transfer. This provision clarifies transfer "blocks" to ensure that "any student who successfully completes the sixty-hour module may transfer to a public university and thereby meet the academic requirements for a bachelor's degree for junior status." To bring about greater ease of transfer within the modules, the Tennessee Board of Regents has established a 41-hour General Education Core common to all universities and university parallel programs. The University of Tennessee campuses review their General Education requirements on a regular basis to promote efficient transfer within the UT system and to TBR institutions. To build on this successful attention to the General Education core as an articulation foundation, the two systems have accomplished the following during 2006:

- TBR has added significant provisions to assure the transferability of General Education courses. Students who complete blocks of the General Education

subject categories (communications, humanities, social/behavioral sciences, history, natural sciences, and mathematics) and who transfer among TBR institutions are determined to have completed these requirements, thus avoiding any repetition of these courses.

- The TBR has created an advisory committee consisting of six university and six community college representatives to review changes in the General Education Core courses requested by institutions, thus ensuring commonality in requirements over time.
- The UT System is committed to equivalence in course transfer credit and credit earned by an enrolled UT student. Additionally, each UT campus maintains academic major program articulation agreements with participating community colleges.
- The TBR has established a task force to consider ways to address greater ease of transfer of Associate of Arts and Associate of Science non-General Education courses applied to the baccalaureate major by convening disciplinary groups to consider standard expectations for the 19 hours above the 41-hour General Education Core required for the 60-hour associate degree.

“Create an atmosphere that is conducive to transfer”

In responding to the second directive of the legislation, higher education has accomplished the following over the last year:

- Both the UT and TBR systems have made considerable progress in constructing transfer avenues in particular fields. Specifically, the TBR has a task force at work to address articulation of nursing programs (LPN to RN, RN to BSN).
- TBR has appointed a task force to refine the articulation of Tennessee Technology Center programs to the Associate of Applied Science (A.A.S.) or certificate programs in community colleges.
- The UT System initiated a multi-phase review of all student fees as part of its strategic planning process. This set of activities is aimed at enhancing student access and improving student success, particularly for transfer students.
- All institutions in the UT and TBR systems have identified a high-level administrative office to be the central point of contact to coordinate the transfer process for students (both before transfer and after enrolling). This office acts as liaison with other campuses, maintains and disseminates transfer/articulation agreements, and assists students with transfer processes.

2006 Transfer Profile:

The Transfer Profile depicts the impact that the many initiatives undertaken by the coalition of THEC, TBR, and UT toward achieving full articulation.

Continuation by A.A. and A.S. Degree Earners

- Of the 3,208 students who graduated from a Tennessee public community college with an Associate of Arts or Associate of Science degree in the 2005-06 academic year, 55.2 percent went on to enroll at a state university in Fall 2006. This represents a slight increase over Fall 2005, when the matriculation rate was 53.4 percent, and a large increase over Fall 2004 (46.3 percent).

“Reverse Cohort Analysis” of 2005-06 Bachelor’s Degree Recipients

- Among students who earned a bachelor’s degree from a Tennessee public university in 2005-06, over half (51 percent) started at an institution other than the one from which they graduated.

Snapshots of Fall 2006 Undergraduates

- In Fall 2006, 33.3 percent of the overall undergraduate population enrolled in Tennessee public universities had transferred at some point in their academic career. Transfer students constituted 20.5 percent of community college enrollment.
- The majority of these students with transfer credits (71.5 percent) came from public or private colleges within Tennessee, while 28.5 percent transferred from out-of-state institutions.

Conclusion:

Since the coalition of THEC, TBR, and UT implemented strategies to accomplish the objectives of the legislation, more students are experiencing successful transfer. It is likely that, in the coming years, additional State programs instituted after the legislation was enacted will also influence the transfer process. These programs include the Tennessee HOPE Scholarship Program and the State Dual Enrollment Grant Program. These programs will encourage students to persist to graduation, and their persistence is greatly supported by ease of transfer for students who elect to begin their education at one Tennessee institution and transfer to another under the provisions of the Tennessee HOPE. Furthermore, the effects of coherence in transfer of General Education requirements, greater commonality of learning outcomes for courses in the major, and improved articulation paths in specific degree majors should be seen in future annual reports.

Pursuant to T.C.A. §49-7-202(f) regarding articulation and the transferability of credits among Tennessee public institutions, this report will be submitted to the Legislative Oversight Committee by October 2007.

Postsecondary School Authorization New Institutions.

A. ABC Bartending Schools, Inc.

Nashville, TN

ABC Bartending Schools, Inc. is located at 475 Metroplex Drive, Suite 312 in Nashville, Tennessee. The institution is a for-profit corporation.

The institution will offer one program.

1. **The Certificate of Completion in Bartending Program** teaches a student how to prepare and serve alcoholic and non-alcoholic beverages, as well as identify popular liqueurs. Students will also learn how to care for and clean bar equipment. Additionally, students will attend a Tennessee Beverage Commission certified alcohol awareness class to develop an understanding of alcohol's effects on the public.

Program:	Bartending
Credential Awarded:	Certificate of Completion
Length of Program:	32 contact hours (4 days)

The institution does not participate in Title IV funding.

B. Connecticut School of Broadcasting – Nashville Nashville, TN

Connecticut School of Broadcasting - Nashville is located at 25 Century Boulevard, Suite 103 in Nashville, Tennessee. The institution is a limited liability corporation.

The institution will offer one program.

1. **The Certificate of Completion in Radio and Television Broadcasting Program** is designed to provide instruction in the practical applications, criticism, ethics, policy and practice of communications. Students will learn to perform vocally on radio and television as well as every aspect of the behind the scenes production of radio and television. Additionally, students will learn the proper technique and theory of news writing, reporting, and commercial copy writing.

Program:	Radio and Television Broadcasting
Credential Awarded:	Certificate of Completion
Length of Program:	112 contact hours (2 months)

The institution does not participate in Title IV funding.

C. Downtown Aviation

Memphis, TN

Downtown Aviation is located at 2787 N. Second Street in Memphis, Tennessee. The institution is a limited liability corporation.

The institution will offer seven programs:

The programs are structured as a sequence of steps in pursuit of becoming a Professional Pilot.

1. **The Private Pilot Certificate of Completion Program** is the first step in the development of becoming a professional pilot. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 25 hours of ground instruction, 6 hours of pre and post flight briefing, and 15 hours of flight instruction.

In accordance with FAA regulation 14 CFR 61, persons with Private Pilot Certificates may not exercise their pilot privileges for compensation or hire. Upon completion of this program, it is recommended that the student consider continuing his or her aviation education.

Program:	Private Pilot Program
Credential Awarded:	Certificate of Completion
Length of Program:	78 contact hours (4 months)

2. **The Instrument Rating Certificate of Completion Program** is the second step in the development of becoming a professional pilot. To be eligible for the Instrument Rating course the student must have a Private Pilot Certificate. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 30 hours of ground instruction, 15 hours of pre and post flight briefing, and 35 hours of flight instruction.

In accordance with FAA regulations 14 CFR 61, persons with Instrument Rating Certificates may not exercise their pilot privileges for compensation or hire. Upon completion of this program, it is recommended that students consider continuing his or her aviation education.

Program:	Instrument Rating
Credential Awarded:	Certificate of Completion
Length of Program:	80 contact hours (4 months)

3. **The Commercial Pilot Certificate of Completion Program** is the third step in the development of becoming a professional pilot. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 35 hours of ground instruction, 20 hours of pre and post flight briefing, and 65 hours of solo flight instruction.

Program: Commercial Pilot
Credential Awarded: Certificate of Completion
Length of Program: 110 contact hours (6 months)

4. **The Multi Engine Rating Certificate of Completion Program** is the fourth step in the development of becoming a professional pilot. Multi engines are used by most employers. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 14 hours of ground instruction, 7 hours of pre and post flight briefing, and 15 hours of flight instruction.

Program: Multi Engine Rating
Credential Awarded: Certificate of Completion
Length of Program: 36 contact hours (1.5 months)

5. **The Flight Instructor Certificate of Completion Program** is the fifth step in the development of becoming a professional pilot. The prerequisite for this program is a Commercial Pilot Certificate with Instrument Rating. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 40 hours of ground instruction, 8 hours of pre and post flight briefing, and 25 hours of flight instruction.

Program: Flight Instructor
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (2 months)

6. **The Instrument Instructor Certificate of Completion Program** is the sixth step in the development of becoming a professional pilot. The prerequisite for this program is a Flight Instructor Certificate. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141. The minimum instructional hours are 15 hours of ground instruction, 16 hours of pre and post flight briefing, and 15 hours of flight instruction.

Program: Instrument Instructor
Credential Awarded: Certificate of Completion
Length of Program: 36 contact hours (1.5 months)

7. **The Multi Engine Instructor Certificate of Completion Program** is the final step in the development of becoming a professional pilot. The prerequisite for this program is a Flight Instructor Certificate. The course consists of academic training conducted through multi media sources (computer based instruction, videos and lectures) and one-on-one training in an aircraft in flight. The course is conducted in accordance with FAA regulations 14 CFR 61 and 14 CFR 141.

The minimum instructional hours are 25 hours of ground instruction, 6 hours of pre and post flight briefing, and 15 hours of flight instruction.

Program:	Multi Engine Instructor
Credential Awarded:	Certificate of Completion
Length of Program:	57 contact hours (2 months)

The institution does not participate in Title IV funding.

D. New Beginnings Employment & Training Center Memphis, TN

New Beginnings Employment and Training Center is located at 6074 Apple Tree Drive, Suite 14 in Memphis, Tennessee. The institution is a sole proprietorship.

The institution will offer one program.

1. **The Office Technology Program** teaches students skills that are necessary to work in an office environment. Program participants will receive computer skills training with an emphasis in office etiquette, typing, keyboarding, internet research, multi-line phone, calculator, and proper dress and grooming in an office setting.

Program:	Office Technology Program
Credential Awarded:	Certificate of Completion
Length of Program:	325 contact hours (10 weeks)

The institution does not participate in Title IV funding.

E. Reformed Theological Seminary Memphis, TN

Reformed Theological Seminary – Memphis is located at 68 South Prescott, Suite 201 in Memphis, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one program:

1. **The Theological Studies Certificate of Completion Program** will train students in the area of divinity. Students will be taught advanced theological approaches to understanding the Bible. The program will help students understand their calling to the ministry and how to exercise their functions in ministry. Students will be taught Bible content, varying methods to approach theology, and the principles to intergrate faith and biblical knowledge with students' everyday life. The focus of this program is to become clearer thinkers and communicators of Christian theology.

Program:	Theological Studies
Credential Awarded:	Certificate of Completion
Length of Program:	30 semester credit hours (12 months)

The institution does not participate in Title IV funding.

F. School of Caring Dyersburg, TN

School of Caring, Inc. is located at 640 B Highway 51 By-Pass in Dyersburg, Tennessee. The institution is a sole proprietorship.

The institution will offer one program.

- 1. The Certificate of Completion in Certified Nurse Aide Training Program** is designed to provide students with the training to care for those who cannot care for themselves. Students will be taught at least twenty-five skills necessary to assist others such as: bathing, dressing, grooming, feeding, toileting, walking, range of motion to all major joints, and skin care. In addition, students will be trained to recognize medical emergencies and abnormal signs and symptoms of all body systems and major disease processes. Graduates will be eligible to sit for the Certified Nurse Aide Competency Exam.

Program:	Certified Nurse Aide Training
Credential Awarded:	Certificate of Completion
Length of Program:	134 contact hours (3.5 months)

The institution does not participate in Title IV funding.

G. Wyoming Technical Institute (WyoTech)

Ormond Beach, FL

WyoTech – Ormond Beach, FL is located at 470 Destination Daytona Lane in Ormond Beach, Florida. The institution is a for-profit corporation and is accredited by the Accrediting Council for Continuing Education and Training (ACCET). This institution will recruit Tennessee students.

The institution will offer eleven programs:

- 1. The Motorcycle Mechanics, Dealership Management and Bavarian Motor Works (B.M.W.) Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for B.M.W. Students will be taught the core skills for mechanical and electronic maintenance on the B.M.W. brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a B.M.W. motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Bavarian Motor Works (B.M.W.) Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

- 2. The Motorcycle Mechanics, Dealership Management and Ducati Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for Ducati. Students will be taught the core skills for mechanical and electronic maintenance on the Ducati brand within the motorcycle industry. Students will be taught motorcycle theories and an

emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Ducati motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Ducati Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

3. **The Motorcycle Mechanics, Dealership Management and Honda Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for Honda. Students will be taught the core skills for mechanical and electronic maintenance on the Honda brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Honda motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Honda Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

4. **The Motorcycle Mechanics, Dealership Management and Yamaha Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for Yamaha. Students will be taught the core skills for mechanical and electronic maintenance on the Yamaha brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Yamaha motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Yamaha Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

5. **The Motorcycle Mechanics, Dealership Management and Kawasaki Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for Kawasaki. Students will be taught the core skills for mechanical and electronic maintenance on the Kawasaki brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Kawasaki motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Kawasaki Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

6. **The Motorcycle Mechanics, Dealership Management and Suzuki Motorcycles Diploma Program** will train students in the area of motorcycle sales, management, and repair for Suzuki. Students will be taught the core skills for mechanical and electronic maintenance on the Suzuki brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Suzuki motorcycle. Additionally, students will be taught shop and business management.

Program:	Motorcycle Mechanics, Dealership Management and Suzuki Motorcycles
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

7. **The Harley-Davidson and Motorcycle Mechanics Diploma Program** will train students in the area of motorcycle repair for Harley-Davidson. Students will be taught the core skills for mechanical and electronic maintenance on the Harley-Davidson brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Harley-Davidson motorcycle.

Program:	Harley-Davidson and Motorcycle Mechanics
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

8. **The Harley-Davidson and Motorcycle Mechanics/Dealership Management Diploma Program** will train students in the area of motorcycle sales, management, and repair for Harley-Davidson. Students will be taught the core skills for mechanical and electronic maintenance on the Harley-Davidson brand within the motorcycle industry. Students will be taught motorcycle theories and an emphasis is placed on hands-on repair and diagnostic readings. The theory and lab experiences give students an opportunity to practice servicing a Harley-Davidson motorcycle. Additionally, students will be taught specified Harley-Davidson manufacturer's service and dealership management.

Program:	Harley-Davidson and Motorcycle Mechanics/Dealership Management
Credential Awarded:	Diploma
Length of Program:	1000 contact hours (6 months)

9. **The Stern Drive and Outboard Mechanics Diploma Program** will train students to enter the marine service industry as an entry-level marine technician. This program focuses on how to maintain a boat's engine, whether

it is on board the watercraft or at the rear of the boat. Students will be taught service and repair techniques on inboard gasoline and diesel-powered marine engines. This training also provides knowledge on how to service and repair a stern drive engine located at the rear of a small boat. Within the training, an emphasis is placed on all phases of marine outboard motors.

Program:	Stern Drive and Outboard Mechanics
Credential Awarded:	Diploma
Length of Program:	800 contact hours (5 months)

- 10. The Comprehensive 25 Weeks Multi-Line Diploma Program** will train students in the areas of service and repair for a stern drive and personal watercraft such as a Jet-Ski. As a component of this training, students will be trained on the service and repair of motorcycle engines. Students will be taught the core skills for mechanical and electronic maintenance for engines on a personal watercraft, boat, and/or motorcycle. Students have the option to choose the training on the brand of motorcycles they would like to service. This training provides students the opportunity to be trained in the marine and motorcycle industries.

Program:	Comprehensive 25 Weeks Multi-Line
Credential Awarded:	Diploma
Length of Program:	1000 contact hours (6 months)

- 11. The Comprehensive 30 Weeks Multi-Line Diploma Program** will train students in the areas of service and repair for a stern drive and personal watercraft such as a Jet-Ski. As a component of this training, students will be trained on the service and repair of motorcycle engines. Students will be taught the core skills for mechanical and electronic maintenance for engines on a personal watercraft, boat, and/or motorcycle. Students have the option to choose the training on the brand of motorcycles they would like to service. This training provides students the opportunity to be trained in the marine and motorcycle industries.

Program:	Comprehensive 30 Weeks Multi-Line
Credential Awarded:	Diploma
Length of Program:	1200 contact hours (7 months)

The institution participates in Title IV funding.

Postsecondary School Authorization New Programs

A. Argosy University

Nashville, TN

Argosy University is seeking authorization for eight new Doctorate of Psychology degree programs in: Clinical Psychology, Child & Family (Blended), Clinical Psychology, Child & Family (Residential), Clinical Psychology, Neuropsychology/Geropsychology (Blended), Clinical Psychology, Neuropsychology/Geropsychology (Residential), Clinical Psychology, General Adult (Blended), and Clinical Psychology, General Adult (Residential). All programs can be taken in a blended format (online and onsite). The programs will be taught by faculty at their authorized site in Franklin, Tennessee and online.

1. **The Clinical Psychology (Blended) Doctor of Psychology Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services.

Program:	Clinical Psychology (Blended)
Credential Awarded:	Doctor of Psychology
Length of Program:	98 semester credit hours (60 months)

2. **The Clinical Psychology (Residential) Doctor of Psychology Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services.

Program:	Clinical Psychology, Child & Family (Blended)
Credential Awarded:	Doctor of Psychology
Length of Program:	98 semester credit hours (60 months)

3. **The Clinical Psychology, Child & Family (Blended) Doctor of Psychology Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of Child and Family Psychology to allow for the development of the specialization in treatment for this particular population. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Child/Adolescent Psychopathology, Child/Adolescent Assessment, Child/Adolescent Psychotherapy, Trauma Throughout the Lifespan, Child and Family Behavior Therapy, and Advanced Child Neuropsychology.

Program:	Clinical Psychology, Child & Family (Blended)
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Credential Awarded: Doctor of Psychology
Length of Program: 98 semester credit hours (60 months)

4. **The Clinical Psychology, Child & Family (Residential) Doctor of Psychology Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of Child and Family Psychology to allow for the development of the specialization in treatment for this particular population. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Child/Adolescent Psychopathology, Child/Adolescent Assessment, Child/Adolescent Psychotherapy, Trauma Throughout the Lifespan, Child and Family Behavior Therapy, and Advanced Child Neuropsychology.

Program: Clinical Psychology, Child & Family (Residential)
Credential Awarded: Doctor of Psychology
Length of Program: 98 semester credit hours (60 months)

5. **The Clinical Psychology, General Adult (Blended) Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of General Adult Clinical Psychology to allow for the development of the specialization in treatment for this particular population. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Integrative Assessment, Trauma Throughout the Lifespan, Assessment and Treatment of Substance Use Disorders and Brief Psychotherapy.

Program: Clinical Psychology, General Adult (Blended)
Credential Awarded: Doctor of Psychology
Length of Program: 98 semester credit hours (60 months)

6. **The Clinical Psychology, General Adult (Residential) Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of General Adult Clinical Psychology to allow for the development of the specialization in treatment for this particular population. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Integrative Assessment, Trauma Throughout the Lifespan, Assessment and Treatment of Substance Use Disorders and Brief Psychotherapy.

Program: Clinical Psychology, General Adult (Residential)
Credential Awarded: Doctor of Psychology

Length of Program: 98 semester credit hours (60 months)

7. **The Clinical Psychology, Neuropsychology/Geropsychology (Blended) Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of Neuropsychology/Geropsychology to allow for the development of this particular specialization. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Medical Psychology, Neuropsychological Assessment I & II, Advanced Child Neuropsychology, Introduction to Forensic Psychology, and Geropsychology.

Program: Clinical Psychology, Neuropsychology/
Geropsychology (Blended)
Credential Awarded: Doctor of Psychology
Length of Program: 98 semester credit hours (60 months)

8. **The Clinical Psychology, Neuropsychology/Geropsychology (Residential) Degree Program** is designed to provide training in the science and practice of psychology. Upon successful completion of the program, the graduate should be able to apply the clinical skills of observation, assessment, intervention and evaluation with a wide range of populations in need of psychological services. The program provides elective courses in the field of Neuropsychology/Geropsychology to allow for the development of this particular specialization within the graduate. In addition to the normative graduate coursework in the field of psychology, the program curriculum consists of the following additional courses: Medical Psychology, Neuropsychological Assessment I & II, Advanced Child Neuropsychology, Introduction to Forensic Psychology, and Geropsychology.

Program: Clinical Psychology, Neuropsychology/
Geropsychology (Residential)
Credential Awarded: Doctor of Psychology
Length of Program: 98 semester credit hours (60 months)

The institution participates in Title IV funding.

B. Ashford University

Clinton, IA

Ashford University is seeking authorization to offer one new program, an Associate of Arts in Business. The program will be taught online by faculty from their authorized site in Clinton, Iowa.

1. **The Associate of Arts in Business Degree Program** is designed to prepare students for entry-level work in a business organization. The program should provide students with: the basic proficiency skills necessary for entering the field of business, the tools that are necessary to allow students to develop a broad personal perspective and worldview of business organizations, and the

professional competencies that are essential to productivity in the workplace. The curriculum includes: written communication I and II, interpersonal communication, computer literacy, survey of mathematical methods, informal logic, introduction to literature, and visual literacy in business.

Program:	Business
Credential Awarded:	Associate of Arts
Length of Program:	61 semester credit hours (21.25 months)

The institution participates in Title IV funding.

C. Bridges USA

Memphis, TN

Bridges USA, Inc. is seeking authorization for one new Certificate of Completion program in Certified Nursing Assistant Training. The program will be taught by faculty from their authorized site in Memphis, Tennessee.

- 1. The Certified Nursing Assistant Training Certificate of Competition Program** is designed to provide students with essential nursing skills such as observation, assessment, and communication. Students are taught nursing procedures with an emphasis on Long-Term Care. The program prepares students for the CNA certification examination. The program curriculum includes courses in: Introduction to Long-Term Care, Ethical and Legal Concerns, Restorative Care, Infection Control and Personal Care and Hygiene.

Program:	Certified Nursing Assistant Training
Credential Awarded:	Certificate of Completion
Length of Program:	75 contact hours (3-weeks)

The institution does not participate in Title IV funding.

D. Draughons Junior College

Clarksville, TN

Draughons Junior College - Clarksville is seeking authorization for three new programs, an Associate of Applied Science, a Diploma, and a Certificate of Completion in Dental Assisting. The Diploma in Dental Assisting program is a revision, and will replace the currently offered program. The programs will be taught at their authorized site in Clarksville, Tennessee.

- 1. The Associate of Applied Science in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. In addition to the Diploma coursework, Associate of Applied Science Degree students gain more specialized information and are required to take General Education Courses that are necessary to manage interpersonal and social situations by preparing them to advance in their professional and personal life. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program:	Dental Assisting
Credential Awarded:	Associate of Applied Science

Length of Program: 96 quarter credit hours (24 months)

2. **The Diploma in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain more specialized information and skills for entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Upon completion of the Diploma in Dental Assisting program, students will obtain the job title of Dental Assistant. The median salary with one year experience is \$30,746, per Salary.com.

Program:	Dental Assisting
Credential Awarded:	Diploma
Length of Program:	72 quarter credit hours (18 months)

3. **The Certificate of Completion in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain the basic knowledge and skills for rapid entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program	Dental Assisting
Credential Awarded:	Certificate of Completion
Length of Program:	48 quarter credit hours (12 months)

The institution participates in Title IV funding.

E. Draughons Junior College

Murfreesboro, TN

Draughons Junior College - Murfreesboro is seeking authorization for three new programs, an Associate of Applied Science, a Diploma, and a Certificate of Completion in Dental Assisting. The Diploma in Dental Assisting program is a revision and will replace the currently offered program. The programs will be taught at their authorized site in Murfreesboro, Tennessee.

1. **The Associate of Applied Science in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. In addition to the Diploma coursework, Associate of Applied Science Degree students gain more specialized information and are required to take General Education Courses that are necessary to manage interpersonal and social situations by preparing them to advance in their professional and personal life. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program:	Dental Assisting
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Credential Awarded:	Associate of Applied Science
Length of Program:	96 quarter credit hours (24 months)

2. **The Diploma in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain more specialized information and skills for entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program:	Dental Assisting
Credential Awarded:	Diploma
Length of Program:	72 quarter credit hours (18 months)

3. **The Certificate of Completion in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain the basic knowledge and skills for rapid entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program	Dental Assisting
Credential Awarded:	Certificate of Completion
Length of Program:	48 quarter credit hours (12 months)

The institution participates in Title IV funding.

F. Draughons Junior College**Nashville, TN**

Draughons Junior College – Nashville II is seeking authorization for three new programs, an Associate of Applied Science, a Diploma, and a Certificate of Completion in Dental Assisting. The Diploma in Dental Assisting program is a revision and will replace the currently offered program. The programs will be taught at their authorized site in Nashville, Tennessee.

- 1. The Associate of Applied Science in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. In addition to the Diploma coursework, Associate of Applied Science Degree students gain more specialized information and are required to take General Education Courses that are necessary to manage interpersonal and social situations by preparing them to advance in their professional and personal life. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program:	Dental Assisting
Credential Awarded:	Associate of Applied Science
Length of Program:	96 quarter credit hours (24 months)

- 2. The Diploma in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain more specialized information and skills for entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program:	Dental Assisting
Credential Awarded:	Diploma
Length of Program:	72 quarter credit hours (18 months)

- 3. The Certificate of Completion in Dental Assisting Program** is designed to provide students with the skills to assist the dentist in the delivery of dental treatment and function as an essential member of the dental team while performing chairside, office and laboratory procedures. Students gain the basic knowledge and skills for rapid entrance into the dental assisting and business world. Graduates are eligible to sit for the Tennessee State Dental Board exam and become a Registered Dental Assistant (R.D.A.)

Program	Dental Assisting
Credential Awarded:	Certificate of Completion
Length of Program:	48 quarter credit hours (12 months)

The institution participates in Title IV funding.

G. Insurance Systems of TN, A Dearborn Co.**Nashville, TN**

Insurance Systems of TN, A Dearborn Company – Nashville is seeking authorization for four new programs in: Series 9/10: General Securities Sales Supervisor, Series 24: General Securities Principal, Series 65: Uniform Investment Adviser Law, and Series 66: Uniform Combined State Law Exam. The programs will be taught by faculty at their authorized site in Nashville, Tennessee.

1. **The Series 9/10: General Securities Sales Supervisor Program** focuses on providing the knowledge and skills required for a career as a General Securities Sales Supervisor. In order for students to be eligible to supervise the sales of most types of securities, they must pass the Series 9 and Series 10 examinations. The curriculum includes: Income and Hedging Strategies, Sales Supervision, Trading and Marketing, Investment Banking, Municipal Securities, Customer Accounts, Multiple Options, Nonequity Options, Trading Rules and Margin, and Financial Responsibility.

Program:	Series 9/10 General Securities Supervisor
Credential Awarded:	N/A
Length of Program:	24 contact hours (3-days)

2. **The Series 24: General Securities Principal Program** focuses on providing the knowledge and skills required for supervising most activities of a member firm including: trading, market making, investment banking, and sales. In order for a student to be eligible for approval of advertising and sales literature they must pass the series 24 examination. The curriculum includes: Sales Supervision, Customer Accounts, Investment Banking, Trading and Marketing, Investment Companies and Retirement Plans, and Uniform Practice Code.

Program:	Series 24: General Securities Principal
Credential Awarded:	N/A
Length of Program:	16 contact hours (2-days)

3. **The Series 65: Uniform Investment Adviser Law** focuses on providing the knowledge and skills required for a career as an Investment Adviser Representative. In order for students to be eligible to provide investment advice, they must pass the series 65 examination. The curriculum includes: Investment Advisers, Retirement Plans, Trading Securities, Equity and Debt Securities, Federal Securities Regulations, Customer Accounts, and Retirement Plans.

Program:	Series 65: Investment Adviser Law
Credential Awarded:	N/A
Length of Program:	16 contact hours (2-days)

4. **The Series 66: Uniform Combined State Law Exam Program** focuses on providing the knowledge and skills required for a career as an Investment Adviser. In order for students to be eligible to provide investment advice, they must pass the series 66 examination. The curriculum includes: Investment Advisers, Retirement Plans, Trading Securities, Equity and Debt Securities, Federal Securities Regulations, Customer Accounts, and Retirement Plans.

Program:	Series 66 Uniform Combined State Law Exam
Credential Awarded:	N/A
Length of Program:	8 contact hours (1-days)

The institution does not participate in Title IV funding.

H. Miller-Motte Technical College

Goodlettsville, TN

Miller-Motte Technical College - Goodlettsville is seeking authorization to revise six approved programs, three Associate of Applied Science degrees in: Electrical Systems, HVAC/Refrigeration, and Welding and three Diploma programs in: Electrical Systems, HVAC/Refrigeration, and Welding. The programs will be taught by faculty from their authorized site in Goodlettsville, Tennessee.

1. **The Associate of Applied Science in Electrical Systems Degree Program** is designed to provide students with the educational training necessary to advance to supervisory and management positions in the electrical construction industry. The curriculum includes courses in: communications, human relations, and computer applications. The program places an emphasis on the management principles that provide the background necessary to enable students' advancement in the field. Students will also be provided with advanced hands-on training in the application, construction, and wiring of residential, commercial, and industrial projects, as well as extensive study of the National Electric Code.

Program:	Electrical Systems
Credential Awarded:	Associate of Applied Science
Length of Program:	96 quarter credit hours (18-months)

2. **The Associate of Applied Science in HVAC/Refrigeration Degree Program** is designed to provide students with the educational training necessary to advance to supervisory and management positions in the climate control industry. The curriculum includes courses in: communications, human relations, and computer applications. The program places an emphasis on the management principles that provide the background necessary to enable students' advancement in the field. Students are taught how to install, maintain and repair heating, ventilation, air-conditioning and refrigeration systems. An emphasis placed on the principles of refrigeration, the operation of standard heating equipment, air conditioning equipment, and the diagnostic and troubleshooting procedures necessary for the maintenance of these systems. Additionally, students are required to take the Environmental Protection Agency's Refrigerant Transition and Recovery Certification test.

Program:	HVAC/Refrigeration
Credential Awarded:	Associate of Applied Science
Length of Program:	96 quarter credit hours (18-months)

3. **The Associate of Applied Science Degree in Welding Program** is designed to provide students with the educational training necessary to advance to supervisory and management positions in the welding industry. The

curriculum includes courses in: communications, human relations, and computer applications. The program places an emphasis on the management principles that provide the background necessary to enable students' advancement in the field. Students are taught how to weld and an emphasis is placed on more advanced welding methods such as Gas Tungsten Arc and Gas Metal Arc welding. Students will also gain extensive skills and knowledge through simulated industrial welder qualification/certification tests.

Program:	Welding
Credential Awarded:	Associate of Applied Science
Length of Program:	94 quarter credit hours (18-months)

4. **The Diploma Program in Electrical Systems** is designed to train students to install, connect, test and maintain electrical systems for a variety of purposes. The curriculum includes: an overview of the National Electric Code I; compliance with State and local building codes; and residential, commercial and industrial simulated projects to allow for basic hands-on application of learned material.

Program:	Electrical Systems
Credential Awarded:	Diploma
Length of Program:	62 quarter credit hours (12-months)

5. **The Diploma Program in HVAC/Refrigeration** is designed to train students to perform the duties of an HVAC/Refrigeration service technician or contractor. The curriculum includes instruction on installing, maintaining and repairing heating, ventilation, air-conditioning and refrigeration systems. Students will be provided basic hands-on instruction for the safe and competent use of hand and power tools, various meters and gages for testing, and the proper utilization and installation of climate controlled equipment. Students are also required to take and pass the Environmental Protection Agency's Refrigerant Transition and Recovery Certification test.

Program:	Heating, Ventilation, Air Conditioning/Refrigeration
Credential Awarded:	Diploma
Length of Program:	64 quarter credit hours (12-months)

6. **The Diploma Program in Welding** is designed to train students to perform the duties of a welder and fabricator. The curriculum includes instruction on working with equipment and welding in vertical, horizontal, and overhead positions. An emphasis will be placed on classroom theory in welding, blueprint reading, applied mathematics, metallurgy and gas welding to support shop activities. In addition, students will be provided basic hands-on experience in practical applications of welding.

Program:	Welding
Credential Awarded:	Diploma
Length of Program:	62 quarter credit hours (12-months)

The institution participates in Title IV funding.

I. Nashville College of Medical Careers

Madison, TN

Nashville College of Medical Careers is seeking authorization for one new program, a Diploma in Certified Medical Coding. The program will be taught at their authorized site in Madison, Tennessee.

1. **The Diploma in Certified Medical Coding Program** is designed to provide students with specialized training in medical billing and coding which includes ICD-9, as well as CPT coding and legal and ethical issues in filing insurance claims. The curriculum consists of an introduction to Insurance Coding; Medical Terminology I&II; Medical Office Procedures I&II; Medisoft I&II and Medical Coding I-VI which includes: hospital, anesthesia, surgery, pathology and radiology coding.

Program:	Certified Medical Coding
Credential Awarded:	Diploma
Length of Program:	42 quarter credit hours (7.5 months, day) (10 months, night)

The institution participates in Title IV funding.

J. ProMedia Training, LLC

Nashville, TN

ProMedia Training, LLC is seeking authorization for one new program, a Certificate of Completion in Pro Tools Training Customized Program. The program will be taught by faculty at their authorized site in Nashville, Tennessee.

1. **The Certificate of Completion in Pro Tools Training Customized Program** is designed to teach students who are already employed in various areas of multimedia or students who desire to enter the professional audio field to use and apply the industry standard audio technology (Digidesign) in a structured professional atmosphere. Students are provided with the ability to customize the program to meet their needs. The curriculum includes: Pro Tools 100 Applied Engineering, Pro Tools 110, Pro Tools 115 Reason in the Real World, Pro Tools 201, Pro Tools 202 for Television and Film, Pro Tools 210M, Pro Tools 210P, Pro Tools 230 The Art of Mixing and Pro Tools 310M.

Program:	Pro Tools Training Customized Program
Credential Awarded:	Certificate of Completion
Length of Program:	193 contact hours (23 days)

The institution does not participate in Title IV funding.

K. University of Phoenix- Online

Phoenix, AZ

University of Phoenix – On-line is seeking authorization for eleven new programs, one Doctor of Education Degree in Educational Leadership/ Educational Technology; three Master of Arts Degree programs in: Teacher Education/ Elementary Education, Teacher Education/Secondary Education, and Cross-Categorical Special Education; one Master of Management Degree program in Management; one Bachelor of Human Services Degree program in Management; three Bachelor of Science Degree programs in: Accounting, E-Business, and Visual Communication; and two Associate of Arts Degree programs in Paraprofessional Education and Networking. The institution is a recruitment only institution and all classes are available online.

The institution will offer eleven programs:

Program:	Educational Leadership/Educational Technology
Credential Awarded:	Doctor of Education
Length of Program:	62 semester credit hours (31 months)

Program:	Cross-Categorical Special Education
Credential Awarded:	Master of Arts
Length of Program:	45 semester credit hours (22.5 months)

Program:	Teacher Education/ Elementary Education
Credential Awarded:	Master of Arts
Length of Program:	41 semester credit hours (20.5 months)

Program:	Teacher Education/Secondary Education
Credential Awarded:	Master of Arts
Length of Program:	35 semester credit hours (17.5 months)

Program:	Management
Credential Awarded:	Master of Management
Length of Program:	39 semester credit hours (19.5 months)

Program:	Management
Credential Awarded:	Bachelor of Human Services
Length of Program:	120 semester credit hours (50 months)

Program:	Accounting
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

Program:	E-Business
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

Program:	Visual Communication
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

Program:	Networking
Credential Awarded:	Associate of Arts
Length of Program:	60 semester credit hours (50 months)

Program:	Paraprofessional Education
Credential Awarded:	Associate of Arts
Length of Program:	60 semester credit hours (50 months)

The institution participates in Title IV funding.

L. University of Phoenix

Chattanooga, TN

University of Phoenix – Chattanooga is seeking authorization to offer twelve new programs, an Executive Master of Business Administration degree; four Master of Business Administration degrees in: Accounting, Global Management, Marketing, and Public Administration; a Bachelor of Science in Organizational Management degree; five Bachelor of Science in Business degrees in: Finance, Global Business, Information Systems, Public Administration, and Retail Management; and a Bachelor of Science in Management. The programs will be taught by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer twelve programs:

Program:	Business Administration
Credential Awarded:	Executive Master of Business Administration
Length of Program:	30 semester credit hours (15 months)

Program:	Accounting
Credential Awarded:	Master of Business Administration
Length of Program:	54 semester credit hours (27 months)

Program:	Global Management
Credential Awarded:	Master of Business Administration
Length of Program:	45 semester credit hours (22.5 months)

Program:	Marketing
Credential Awarded:	Master of Business Administration
Length of Program:	45 semester credit hours (22.5 months)

Program:	Public Administration
Credential Awarded:	Master of Business Administration
Length of Program:	45 semester credit hours (22.5 months)

Program:	Organizational Security and Management
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (200 weeks)

Program:	Finance
Credential Awarded:	Bachelor of Science in Business
Length of Program:	120 semester credit hours (50 months)
Program:	Global Business Management
Credential Awarded:	Bachelor of Science in Business
Length of Program:	120 semester credit hours (50 months)

Program: Information Systems
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

Program: Public Administration
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

Program: Retail Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

Program: Management
Credential Awarded: Bachelor of Science in Management
Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

M. University of Phoenix

Franklin, TN

University of Phoenix – Franklin is seeking authorization for nine new programs, one Master of Health Administration degree program; one Master of Management degree program; three Bachelor of Science degree programs in: Communications, Criminal Justice Administration, and Psychology; and four Bachelor of Science in Business degree programs in: Accounting, Administration, Management, and Marketing. The programs will be taught by faculty from their authorized site in Franklin, Tennessee.

The institution will offer nine programs:

1. **The Master of Health Administration Degree Program** is designed to prepare students to effectively respond to the ever-changing health-care industry. The curriculum provides specialized instruction in the following areas: finance, policy, research, technology, quality improvement, economics, marketing, and strategic planning. Additionally, students will be required to prepare projects that involve public health, long-term care, or health informatics.

Program: Health Administration
Credential Awarded: Master of Health Administration
Length of Program: 40 semester credit hours (20 months)

2. **The Master of Management Degree Program** is designed to provide students with the management skills that are necessary to function effectively within a business organization. Students will be required to synthesize business concepts and practices in an effort to develop their ability to identify solutions for specific managerial situations. The curriculum provides specialized instruction in the following areas: the development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organization design, and managing a cross-cultural environment.

Program: Management

Credential Awarded: Master of Management
Length of Program: 39 semester credit hours (19.5 months)

3. **The Bachelor of Science in Communication Degree Program** is designed to enable students to develop the skills and acquire the knowledge that is necessary for effective communication. The program places an emphasis on the communication skills that are necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The program curriculum includes: business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

Program: Communication
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

4. **The Bachelor of Science in Criminal Justice Administration Degree Program** is designed to equip adult learners with a fundamental understanding of the nature and delinquency of crime; criminal law and procedure; the goals and essential components of the American criminal justice system, students are also taught basic management and administrative skills. The program's focus is on current trends, research techniques, and technological advances in criminal justice. The program curriculum includes: criminology, foundations of criminal justice, criminal law, criminal court systems, ethics in criminal justice, and criminal justice policy analysis.

Program: Criminal Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

5. **The Bachelor of Science in Psychology Degree Program** focuses on the study of individuals' behaviors, thought processes, and emotions. The program seeks to provide students with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles to inter and intrapersonal issues. The program curriculum includes: general psychology, Psychological Tests and Measurements, Introduction to Cognitive Psychology, History and Systems of Psychology, Diversity, and Cultural Factors in Psychology.

Program: Psychology
Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

6. **The Bachelor of Science in Business in Accounting Degree Program** is designed to provide the knowledge, skills, and abilities necessary for a successful accounting career. The program provides core competencies in technology, critical thinking, and communication. Students will be exposed to various business disciplines including: management, organizational behavior, economics, statistics, and finance. The program curriculum includes: financial

accounting I, financial accounting II, corporate finance, cost accounting, government and non-profit accounting, and advanced accounting research.

Program: Accounting
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

7. **The Bachelor of Science in Business in Administration Degree Program** is designed for a working professional who is currently employed in a business or public organization. The program places an emphasis on students gaining the ability to deal effectively with issues in an increasingly complex business environment. The program curriculum includes: management, decision-making, financial accounting, managerial finance, qualitative analysis, economics, and marketing.

Program: Administration
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

8. **The Bachelor of Science in Business in Management Degree Program** is designed to instruct students on how to manage human and fiscal resources within the structure, culture, and mission of any organization. The program places an emphasis on performance systems. The program curriculum includes: employment law, public relations, financial analysis, global business strategies, and utilization of research findings.

Program: Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

9. **The Bachelor of Science in Business in Marketing Degree Program** places an emphasis on how to identify customers' needs, how to effectively provide customers with information about products and services, where to market and how to price products and services, and how to respond to growing demands in different countries and cultures. The program curriculum includes: foundational marketing, buyer behavior, advertising, marketing research, and international marketing.

Program: Marketing
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

N. University of Phoenix

Memphis, TN

University of Phoenix – Memphis is seeking authorization to offer two new Bachelor of Science degree programs in Human Services and Information Technology. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

1. **The Bachelor of Science in Human Services Degree Program** is designed to provide graduates with the skills needed to work in the human services industry. The program places an emphasis on the strategies and techniques of intervention and good management practices. The curriculum includes: foundations of human services, social work, psychology, theoretical foundations, diversity and population, and intervention methods and skills.

Program:	Human Services
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

2. **The Bachelor of Science in Information Technology Degree Program** is designed to enable students to apply information technology theory and principles to address real world business opportunities and challenges. The program places an emphasis on the use of innovative digital materials to develop the skills needed for a career in information technology. The curriculum includes: systems analysis and design, computer programming, database development, network technologies, information systems security, web technologies, and project planning.

Program:	Information Technology
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

The institution participates in Title IV funding.

O. University of Phoenix

Nashville, TN

University of Phoenix – Nashville is seeking authorization for nine new programs, one Master of Health Administration degree program; one Master of Management degree program; three Bachelor of Science degree programs in: Communications, Criminal Justice Administration, and Psychology; and four Bachelor of Science in Business degree programs in: Accounting, Administration, Management, and Marketing. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer nine programs:

1. **The Master of Health Administration Degree Program** is designed to prepare students to effectively respond to the ever-changing health-care industry. The curriculum provides specialized instruction in the following areas: finance, policy, research, technology, quality improvement, economics, marketing, and strategic planning. Additionally, students will be required to prepare projects that involve public health, long-term care, or health informatics.

Program:	Health Administration
Credential Awarded:	Master of Health Administration
Length of Program:	40 semester credit hours (20 months)

2. **The Master of Management Degree Program** is designed to provide students with the management skills that are necessary to function effectively within a business organization. Students will be required to synthesize business

concepts and practices in an effort to develop their ability to identify solutions for specific managerial situations. The curriculum provides specialized instruction in the following areas: the development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organization design, and managing a cross-cultural environment.

Program:	Management
Credential Awarded:	Master of Management
Length of Program:	39 semester credit hours (19.5 months)

3. **The Bachelor of Science in Communication Degree Program** is designed to enable students to develop the skills and acquire the knowledge that is necessary for effective communication. The program places an emphasis on the communication skills that are necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The program curriculum includes: business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

Program:	Communication
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

4. **The Bachelor of Science in Criminal Justice Administration Degree Program** is designed to equip adult learners with a fundamental understanding of the nature and delinquency of crime; criminal law and procedure; the goals and essential components of the American criminal justice system, students are also taught basic management and administrative skills. The program's focus is on current trends, research techniques, and technological advances in criminal justice. The program curriculum includes: criminology, foundations of criminal justice, criminal law, criminal court systems, ethics in criminal justice, and criminal justice policy analysis.

Program:	Criminal Justice Administration
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (50 months)

5. **The Bachelor of Science in Psychology Degree Program** focuses on the study of individuals' behaviors, thought processes, and emotions. The program seeks to provide students with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles to inter and intrapersonal issues. The program curriculum includes: general psychology, Psychological Tests and Measurements, Introduction to Cognitive Psychology, History and Systems of Psychology, Diversity, and Cultural Factors in Psychology.

Program:	Psychology
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Credential Awarded: Bachelor of Science
Length of Program: 120 semester credit hours (50 months)

6. **The Bachelor of Science in Business in Accounting Degree Program** is designed to provide the knowledge, skills, and abilities necessary for a successful accounting career. The program provides core competencies in technology, critical thinking, and communication. Students will be exposed to various business disciplines including: management, organizational behavior, economics, statistics, and finance. The program curriculum includes: financial accounting I, financial accounting II, corporate finance, cost accounting, government and non-profit accounting, and advanced accounting research.

Program: Accounting
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

7. **The Bachelor of Science in Business in Administration Degree Program** is designed for a working professional who is currently employed in a business or public organization. The program places an emphasis on students gaining the ability to deal effectively with issues in an increasingly complex business environment. The program curriculum includes: management, decision-making, financial accounting, managerial finance, qualitative analysis,

Program: Administration
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

8. The Bachelor of Science in Business in Management Degree Program **is designed to instruct students on how to manage human and fiscal resources within the structure, culture, and mission of any organization. The program places an emphasis on performance systems. The program curriculum includes: employment law, public relations, financial analysis, global business**

Program: Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

9. **The Bachelor of Science in Business in Marketing Degree Program** places an emphasis on how to identify customers' needs, how to effectively provide customers with information about products and services, where to market and how to price products and services, and how to respond to growing demands in different countries and cultures. The program curriculum includes: foundational marketing, buyer behavior, advertising, marketing research, and international marketing.

Program: Marketing
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

P. WyoTech

Blairsville, PA

WyoTech – Blairsville, PA is seeking authorization for four new diploma programs in: Automotive Technology with High Performance Power Train, Automotive Technology with Light-Duty Diesel, Diesel Technology with High Performance Power Train, and Diesel Technology with Light-Duty Diesel. The programs will be taught at their authorized site in Blairsville, Pennsylvania.

- 1. The Automotive Technology with High Performance Power Train Diploma Program** provides students with the core skills needed for mechanical and electronic maintenance on a high performance gasoline powered vehicle in the automotive industry. Students will be taught automotive theories and an emphasis is placed on hands-on repair and diagnostic readings for an automobile. The theory and lab experiences give students an opportunity to practice servicing an automotive engine that has a high performance transmission.

Upon completion of the Automotive Technology with High Performance Power Train Diploma Program, students may be eligible for a position as an Automotive Service Technician. The average annual salary for this position is \$28,810, according to the U.S. Department of Labor Bureau of Labor Statistics.

Program:	Automotive Technology with High Performance Power Train
Credential Awarded:	Diploma
Length of Program:	70 semester credit hours (9 months)

- 2. The Automotive Technology with Light-Duty Diesel Diploma Program** provides training in automotive engine repair and diagnostic readings for a light-duty diesel truck. Students will be taught safety and performance theories for an engine that transports limited cargo. The theory and lab experiences give students an opportunity to practice servicing an automotive engine that has a diesel powered transmission. This program teaches students how to configure, calibrate, and troubleshoot engines for Dodge Cummins, Ford Powerstroke, and General Motors Duramax.

Program:	Automotive Technology with Light-Duty Diesel
Credential Awarded:	Diploma
Length of Program:	70 semester credit hours (9 months)

- 3. The Diesel Technology with High Performance Power Train Diploma Program** provides students with the core skills needed for mechanical and electronic maintenance on a high performance diesel powered bus and/or truck in the automotive industry. Students will be taught automotive theories and an emphasis is placed on hands-on repair and diagnostic readings for an automobile. The theory and lab experiences give students an opportunity to practice servicing an automotive engine that has a high performance transmission.

Program:	Diesel Technology with High Performance Power Train
Credential Awarded:	Diploma
Length of Program:	69 semester credit hours (9 months)

4. **The Diesel Technology with Light-Duty Diesel Diploma Program** provides training in diesel engine repair and diagnostic readings for light-duty diesel trucks and tractors. Students will be taught safety and performance theories for an engine that transports limited cargo. The theory and lab experiences give students an opportunity to practice servicing an automotive engine that has a diesel powered transmission. This program teaches students how to configure, calibrate, and troubleshoot engines for Caterpillar, John Deer, Dodge Cummins, Ford Powerstroke, and General Motors Duramax.

Program:	Diesel Technology with Light-Duty Diesel
Credential Awarded:	Diploma
Length of Program:	69 semester credit hours (9 months)

The institution participates in Title IV funding.

Table 1
Higher Education State Appropriations

Academic Formula Units	THEC FY 2006-07 Formula Calculation	Total FY 2005-06 Appropriation*	FY 2006-07 Legislative Action*	FY 2006-07 Change
TBR Universities				
Austin Peay	\$40,741,000	\$31,376,000	\$33,832,400	\$2,456,400
East Tennessee	67,637,600	55,158,700	59,236,300	4,077,600
Middle Tennessee	115,416,500	86,677,800	93,854,800	7,177,000
Tennessee State	41,504,500	39,531,600	41,470,400	1,938,800
Tennessee Tech	51,976,500	43,676,200	46,417,200	2,741,000
University of Memphis	135,939,400	107,921,200	115,814,200	7,893,000
Subtotal	\$453,215,500	\$364,341,500	\$390,625,300	\$26,283,800
Two-Year Colleges				
Chattanooga	\$26,650,700	\$22,307,600	\$23,599,700	\$1,292,100
Cleveland	11,627,700	9,665,000	10,285,900	620,900
Columbia	16,144,100	12,246,900	13,208,600	961,700
Dyersburg	9,158,300	6,481,600	7,088,800	607,200
Jackson	14,117,300	11,475,000	12,335,000	860,000
Motlow	12,585,800	9,429,800	10,251,600	821,800
Nashville	19,226,000	13,840,500	15,091,100	1,250,600
Northeast	15,842,700	11,114,200	12,193,000	1,078,800
Pellissippi	24,601,600	19,157,900	20,499,300	1,341,400
Roane	21,051,700	16,736,600	17,919,900	1,183,300
Southwest	40,090,700	36,539,000	38,274,900	1,735,900
Volunteer	22,149,100	16,506,900	17,902,100	1,395,200
Walters	21,895,800	16,795,300	18,140,500	1,345,200
Subtotal	\$255,141,500	\$202,296,300	\$216,790,400	\$14,494,100
UT Universities				
UT Chattanooga	\$49,391,500	\$40,815,900	\$43,418,800	\$2,602,900
UT Knoxville	211,251,900	169,972,400	182,887,900	12,915,500
UT Martin	34,622,000	29,177,700	31,281,600	2,103,900
Subtotal	\$295,265,400	\$239,966,000	\$257,588,300	\$17,622,300
Total Colleges and Universities	\$1,003,622,400	\$806,603,800	\$865,004,000	\$58,400,200
Technology Centers	\$72,109,100	\$44,798,400	\$50,322,500	\$5,524,100
Total Academic Formula Units	\$1,075,731,500	\$851,402,200	\$915,326,500	\$63,924,300

*Recurring

Table 1 (cont'd)
Higher Education State Appropriations

Specialized Units	THEC FY 2006-07 Formula Calculation	Total FY 2005-06 Appropriation*	FY 2006-07 Legislative Action*	FY 2006-07 Change
Medical Education				
ETSU College of Medicine	\$48,346,600	\$24,755,000	\$26,111,100	\$1,356,100
ETSU Family Practice	5,315,100	4,884,600	5,241,700	357,100
UT College of Medicine	94,262,000	43,006,200	46,306,300	3,300,100
UT Family Practice	7,101,700	7,651,600	9,441,600	1,790,000
UT Memphis	103,855,400	63,052,100	67,567,700	4,515,600
UT College of Vet Medicine	20,786,100	14,516,000	15,630,400	1,114,400
Subtotal	\$279,666,900	\$157,865,500	\$170,298,800	\$12,433,300
Research and Public Service				
UT Ag. Experiment Station	\$44,751,800	\$22,429,800	\$23,689,500	\$1,259,700
UT Ag. Extension Service	35,351,400	26,818,500	28,326,900	1,508,400
TSU McMinnville Center	1,200,000	477,700	501,400	23,700
UT Space Institute	15,804,100	7,540,300	7,895,100	354,800
UT Institute for Public Service	8,618,800	4,930,000	4,732,000	(198,000)
UT County Tech Asst. Service	1,941,600	1,320,700	1,473,400	152,700
UT Municipal Tech Adv. Service	2,259,900	1,746,800	1,913,200	166,400
Subtotal	\$109,927,600	\$65,263,800	\$68,531,500	\$3,267,700
Other Specialized Units				
UT University-Wide Admn.	\$3,764,900	\$3,764,900	\$4,190,700	\$425,800
TN Board of Regents Admn.	4,070,400	4,070,400	4,497,600	427,200
TN Student Assistance Corp.	50,400,500	216,156,800	283,750,600	67,593,800
Tennessee Student Assist. Awards		41,208,500	43,308,500	2,100,000
Tenn. Students Assist. Corporation		1,357,300	1,451,100	93,800
Lottery for Education Account		172,400,000	237,800,000	65,400,000
Loan/Scholarships Program		1,191,000	1,191,000	-
TN Higher Education Comm.	2,068,000	2,068,000	2,223,000	155,000
TN Foreign Language Institute	486,400	328,300	346,600	18,300
Contract Education	2,549,700	2,330,100	2,375,100	45,000
Subtotal	\$63,339,900	\$228,718,500	\$297,383,600	\$68,665,100
Total Specialized Units	\$452,934,400	\$451,847,800	\$536,213,900	\$84,366,100
Total Formula and Specialized Units	\$1,528,665,900	\$1,303,250,000	\$1,451,540,400	\$148,290,400
Program Initiatives				
Campus Centers of Excellence	\$25,673,300	\$18,002,400	\$18,822,500	\$820,100
Campus Centers of Emphasis	1,842,500	1,312,000	1,374,800	62,800
Ned McWherter Scholars Program	401,800	401,800	401,800	-
Geier Consent Decree	11,265,000	11,265,000	9,394,100	(1,870,900)
THEC Grants	8,612,700	2,522,300	4,442,900	1,920,600
Research Initiatives - UT	-	2,500,000	6,500,000	4,000,000
Subtotal	\$47,795,300	\$36,003,500	\$40,936,100	\$4,932,600
Total Operating	\$1,576,461,200	\$1,339,253,500	\$1,492,476,500	\$153,223,000

*Recurring; For 2006-07, the \$6.4M operating appropriation which was originally non-recurring was designated as recurring funding by F&A in January 2007.

Table 1 (continued)
Total Formula Need Funding

Institution/Unit	FY 2006-07					Formula Estimated Total Need	Difference	Percent Difference
	Oct 31 Unrestricted Legislative Appropriation	Maintenance Fees	Technology Access Fee	Out-of-State Tuition	Total Revenue			
Austin Peay	\$ 33,942,100	\$ 31,281,200	\$ 1,850,000	\$ 1,727,800	\$ 68,801,100	\$ 67,923,222	\$ 877,878	101.3%
East Tennessee	59,388,300	46,458,000	2,719,500	6,064,000	114,629,800	117,953,956	(3,324,156)	97.2%
Middle Tennessee	93,607,000	88,828,720	4,891,800	7,899,000	195,226,520	195,680,827	(454,307)	99.8%
Tennessee State	39,246,800	34,559,400	1,850,000	19,792,400	95,448,600	92,266,000	3,182,600	103.4%
Tennessee Tech	45,809,000	35,532,200	2,019,000	2,303,300	85,663,500	86,958,724	(1,295,224)	98.5%
University of Memphis	115,772,300	86,850,891	4,312,703	7,043,226	213,979,120	233,110,730	(19,131,610)	91.8%
Subtotal TBR Universities	\$ 387,765,500	\$ 323,510,411	\$ 17,643,003	\$ 44,829,726	\$ 773,748,640	\$ 793,893,459	\$ (20,144,819)	97.5%
Chattanooga	\$ 23,668,400	\$ 14,600,000	\$ 1,390,000	\$ 750,000	\$ 40,408,400	40,006,800	401,600	101.0%
Cleveland	10,308,700	5,371,300	575,000	150,000	16,405,000	17,316,300	(911,300)	94.7%
Columbia	13,173,700	7,800,000	820,000	131,200	21,924,900	23,974,000	(2,049,100)	91.5%
Dyersburg	7,101,900	4,424,900	540,400	60,000	12,127,200	13,582,100	(1,454,900)	89.3%
Jackson	12,357,700	8,062,000	696,400	60,700	21,176,800	21,010,100	166,700	100.8%
Motlow	10,270,700	6,501,440	609,410	105,000	17,486,550	18,783,500	(1,296,950)	93.1%
Nashville	15,135,100	11,899,350	1,200,900	516,270	28,751,620	28,824,300	(72,680)	99.7%
Northeast	12,237,400	8,849,740	930,000	35,800	22,052,940	23,415,200	(1,362,260)	94.2%
Pellissippi	20,617,500	15,320,000	1,640,000	810,000	38,387,500	36,949,200	1,438,300	103.9%
Roane	17,860,500	10,078,000	1,042,000	149,000	29,129,500	31,112,000	(1,982,500)	93.6%
Southwest	38,312,100	23,140,800	2,890,000	639,600	64,982,500	59,552,300	5,430,200	109.1%
Volunteer	17,943,700	12,502,384	1,132,000	339,727	31,917,811	33,001,600	(1,083,789)	96.7%
Walters	18,208,400	9,807,000	1,150,000	257,000	29,422,400	32,657,300	(3,234,900)	90.1%
Subtotal 2-Year Institutions	\$ 217,195,800	\$ 138,356,914	\$ 14,616,110	\$ 4,004,297	\$ 374,173,121	\$ 380,184,700	\$ (6,011,579)	98.4%
UT Chattanooga	\$ 43,766,000	\$ 31,513,021	\$ 1,675,000	\$ 4,861,884	\$ 81,815,905	86,673,290	(4,857,385)	94.4%
UT Knoxville	184,381,000	124,755,600	5,200,000	35,742,000	350,078,600	392,685,579	(42,606,979)	89.1%
UT Martin	31,629,300	25,084,100	1,157,492	3,165,000	61,035,892	59,979,582	1,056,310	101.8%
Subtotal UT Universities	\$ 259,776,300	\$ 181,352,721	\$ 8,032,492	\$ 43,768,884	\$ 492,930,397	\$ 539,338,451	\$ (46,408,054)	91.4%
Technology Centers	\$ 50,545,700	\$ 14,525,300	\$ 1,731,500	\$ -	\$ 66,802,500	\$ 81,318,400	\$ (14,515,900)	82.1%
Total Formula Units	\$ 915,283,300	\$ 657,745,346	\$ 42,023,105	\$ 92,602,907	\$ 1,707,654,658	\$ 1,794,735,010	\$ (87,080,352)	95.1%

Table 2

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	CSTCC	CLSCC
Tuition & Fees									
Jul 1 - Dollar	\$40,460,400	\$61,021,700	\$110,207,500	\$62,892,400	\$42,275,800	\$114,677,100	\$431,534,900	\$18,263,600	\$6,208,600
Jul 1 - Percent	53.01%	47.56%	51.54%	58.89%	46.12%	44.00%	49.17%	43.56%	37.68%
Oct 31 - Dollar	\$40,133,300	\$61,474,600	\$112,279,600	\$60,426,000	\$44,391,700	\$114,128,200	\$432,833,400	\$18,561,500	\$6,277,800
Oct 31 - Percent	52.21%	47.23%	51.28%	57.03%	46.64%	42.30%	48.26%	43.12%	37.21%
State Appropriation									
Jul 1 - Dollar	\$32,995,000	\$57,414,700	\$91,093,900	\$37,627,500	\$44,517,800	\$112,362,400	\$376,011,300	\$23,012,700	\$9,987,900
Jul 1 - Percent	43.23%	44.75%	42.61%	35.23%	48.56%	43.11%	42.85%	54.89%	60.61%
Oct 31 - Dollar	\$33,942,100	\$59,388,300	\$93,607,000	\$39,246,800	\$45,809,000	\$115,772,300	\$387,765,500	\$23,668,400	\$10,308,700
Oct 31 - Percent	44.15%	45.63%	42.75%	37.04%	48.13%	42.91%	43.23%	54.98%	61.11%
Sales & Service									
Jul 1 - Dollar	\$1,875,300	\$3,944,700	\$9,236,200	\$3,723,500	\$2,754,000	\$18,774,700	\$40,308,400	\$262,000	\$15,300
Jul 1 - Percent	2.46%	3.07%	4.32%	3.49%	3.00%	7.20%	4.59%	0.62%	0.09%
Oct 31 - Dollar	\$1,798,300	\$3,944,700	\$8,959,200	\$3,723,500	\$2,809,100	\$20,538,400	\$41,773,200	\$282,000	\$15,300
Oct 31 - Percent	2.34%	3.03%	4.09%	3.51%	2.95%	7.61%	4.66%	0.66%	0.09%
Other Sources									
Jul 1 - Dollar	\$996,900	\$5,930,300	\$3,272,000	\$2,554,500	\$2,124,200	\$14,832,300	\$29,710,200	\$389,000	\$265,900
Jul 1 - Percent	1.31%	4.62%	1.53%	2.39%	2.32%	5.69%	3.39%	0.93%	1.61%
Oct 31 - Dollar	\$996,900	\$5,355,300	\$4,102,400	\$2,554,500	\$2,166,900	\$19,336,100	\$34,512,100	\$539,000	\$267,900
Oct 31 - Percent	1.30%	4.11%	1.87%	2.41%	2.28%	7.17%	3.85%	1.25%	1.59%
Total Educ. & Gen.									
Jul 1 - Dollar	\$76,327,600	\$128,311,400	\$213,809,600	\$106,797,900	\$91,671,800	\$260,646,500	\$877,564,800	\$41,927,300	\$16,477,700
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$76,870,600	\$130,162,900	\$218,948,200	\$105,950,800	\$95,176,700	\$269,775,000	\$896,884,200	\$43,050,900	\$16,869,700
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	COSCC	DSCC	JSCC	MSCC	NSCC	NSTCC	PSTCC	RSCC	STCC
Tuition & Fees									
Jul 1 - Dollar	\$9,523,400	\$5,536,800	\$9,009,700	\$7,681,000	\$13,965,300	\$9,846,300	\$18,218,700	\$11,914,900	\$27,514,500
Jul 1 - Percent	42.14%	42.89%	41.55%	42.97%	46.13%	44.58%	46.60%	39.59%	41.13%
Oct 31 - Dollar	\$9,292,300	\$5,436,000	\$9,247,700	\$7,777,800	\$13,980,600	\$10,206,400	\$19,077,000	\$12,285,500	\$27,998,100
Oct 31 - Percent	40.84%	41.74%	41.27%	42.28%	45.66%	44.77%	47.06%	39.61%	40.87%
State Appropriation									
Jul 1 - Dollar	\$12,792,100	\$6,893,700	\$11,885,300	\$9,910,800	\$14,707,700	\$11,869,000	\$20,081,500	\$17,312,000	\$37,100,600
Jul 1 - Percent	56.61%	53.41%	54.82%	55.44%	48.58%	53.74%	51.36%	57.53%	55.46%
Oct 31 - Dollar	\$13,173,700	\$7,101,900	\$12,357,700	\$10,270,700	\$15,135,100	\$12,237,400	\$20,617,500	\$17,860,500	\$38,312,100
Oct 31 - Percent	57.90%	54.54%	55.15%	55.83%	49.43%	53.67%	50.86%	57.59%	55.92%
Sales & Service									
Jul 1 - Dollar	\$31,900	\$5,000	\$30,800	\$200	\$25,700	\$0	\$0	\$3,700	\$414,600
Jul 1 - Percent	0.14%	0.04%	0.14%	0.00%	0.08%	0.00%	0.00%	0.01%	0.62%
Oct 31 - Dollar	\$26,900	\$5,000	\$30,800	\$200	\$29,100	\$0	\$0	\$3,700	\$5,100
Oct 31 - Percent	0.12%	0.04%	0.14%	0.00%	0.10%	0.00%	0.00%	0.01%	0.01%
Other Sources									
Jul 1 - Dollar	\$251,100	\$472,800	\$755,900	\$284,700	\$1,577,600	\$370,400	\$798,600	\$862,900	\$1,867,300
Jul 1 - Percent	1.11%	3.66%	3.49%	1.59%	5.21%	1.68%	2.04%	2.87%	2.79%
Oct 31 - Dollar	\$260,000	\$479,200	\$772,400	\$348,600	\$1,477,400	\$355,600	\$841,000	\$864,100	\$2,196,600
Oct 31 - Percent	1.14%	3.68%	3.45%	1.89%	4.82%	1.56%	2.07%	2.79%	3.21%
Total Educ. & Gen.									
Jul 1 - Dollar	\$22,598,500	\$12,908,300	\$21,681,700	\$17,876,700	\$30,276,300	\$22,085,700	\$39,098,800	\$30,093,500	\$66,897,000
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$22,752,900	\$13,022,100	\$22,408,600	\$18,397,300	\$30,622,200	\$22,799,400	\$40,535,500	\$31,013,800	\$68,511,900
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	VSCC	WSCC	Total Two-Year Institutions	Technology Centers	TSU McMinnville Center	ETSU Medical School	ETSU Family Practice	ETSU Pharmacy School	Tennessee Board of Regents
Tuition & Fees									
Jul 1 - Dollar	\$14,683,600	\$11,444,100	\$163,810,500	\$16,453,600	\$0	\$5,170,000	\$0	\$1,211,200	\$0
Jul 1 - Percent	45.07%	37.36%	42.53%	24.14%	0.00%	12.31%	0.00%	34.04%	0.00%
Oct 31 - Dollar	\$14,879,400	\$11,577,000	\$166,597,100	\$16,903,390	\$0	\$5,289,500	\$0	\$1,410,300	\$0
Oct 31 - Percent	44.68%	36.84%	42.21%	23.98%	0.00%	12.35%	0.00%	38.57%	0.00%
State Appropriation									
Jul 1 - Dollar	\$17,392,900	\$17,630,800	\$210,577,000	\$49,012,600	\$486,900	\$25,065,100	\$4,991,000	\$0	\$3,991,900
Jul 1 - Percent	53.38%	57.55%	54.68%	71.92%	100.00%	59.69%	41.93%	0.00%	29.67%
Oct 31 - Dollar	\$17,943,700	\$18,208,400	\$217,195,800	\$50,545,700	\$504,400	\$25,784,000	\$5,261,600	\$0	\$4,358,700
Oct 31 - Percent	53.88%	57.94%	55.03%	71.70%	100.00%	60.18%	43.97%	0.00%	30.12%
Sales & Service									
Jul 1 - Dollar	\$19,100	\$300,000	\$1,108,300	\$577,900	\$0	\$10,468,200	\$6,863,700	\$0	\$0
Jul 1 - Percent	0.06%	0.98%	0.29%	0.85%	0.00%	24.93%	57.67%	0.00%	0.00%
Oct 31 - Dollar	\$19,100	\$316,000	\$733,200	\$582,800	\$0	\$10,483,200	\$6,657,000	\$0	\$0
Oct 31 - Percent	0.06%	1.01%	0.19%	0.83%	0.00%	24.47%	55.63%	0.00%	0.00%
Other Sources									
Jul 1 - Dollar	\$487,200	\$1,259,900	\$9,643,300	\$2,104,100	\$0	\$1,285,500	\$47,900	\$2,347,200	\$9,463,200
Jul 1 - Percent	1.50%	4.11%	2.50%	3.09%	0.00%	3.06%	0.40%	65.96%	70.33%
Oct 31 - Dollar	\$462,600	\$1,323,500	\$10,187,900	\$2,463,130	\$0	\$1,285,500	\$47,900	\$2,246,000	\$10,111,100
Oct 31 - Percent	1.39%	4.21%	2.58%	3.49%	0.00%	3.00%	0.40%	61.43%	69.88%
Total Educ. & Gen.									
Jul 1 - Dollar	\$32,582,800	\$30,634,800	\$385,139,100	\$68,148,200	\$486,900	\$41,988,800	\$11,902,600	\$3,558,400	\$13,455,100
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$33,304,800	\$31,424,900	\$394,714,000	\$70,495,020	\$504,400	\$42,842,200	\$11,966,500	\$3,656,300	\$14,469,800
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	Sub-Total				Total UT			UT	
	TBR				Formula	UT Space	UT	College of	UT Family
	System	UTC	UTK	UTM	Universities	Institute	Memphis	Medicine	Medicine
Tuition & Fees									
Jul 1 - Dollar	\$618,180,200	\$41,666,088	\$191,063,098	\$32,252,540	\$264,981,726	\$1,534,508	\$23,561,066	\$12,821,209	\$0
Jul 1 - Percent	44.09%	46.30%	46.71%	48.51%	46.86%	14.39%	20.12%	14.49%	0.00%
Oct 31 - Dollar	\$623,033,690	\$42,612,237	\$191,169,325	\$32,791,131	\$266,572,693	\$1,534,508	\$23,669,714	\$12,966,179	\$0
Oct 31 - Percent	43.40%	46.30%	46.20%	48.27%	46.46%	14.31%	19.88%	14.55%	0.00%
State Appropriation									
Jul 1 - Dollar	\$670,135,800	\$42,861,200	\$179,741,100	\$30,814,700	\$253,417,000	\$7,857,700	\$65,998,700	\$45,405,300	\$9,462,500
Jul 1 - Percent	47.79%	47.63%	43.95%	46.35%	44.81%	73.68%	56.37%	51.31%	39.37%
Oct 31 - Dollar	\$691,415,700	\$43,766,000	\$184,381,000	\$31,629,300	\$259,776,300	\$7,917,900	\$67,810,000	\$45,908,300	\$9,459,100
Oct 31 - Percent	48.16%	47.56%	44.56%	46.56%	45.28%	73.83%	56.95%	51.51%	39.36%
Sales & Service									
Jul 1 - Dollar	\$59,326,500	\$3,381,869	\$6,343,450	\$2,115,265	\$11,840,584	\$0	\$7,810,181	\$400,000	\$11,013,143
Jul 1 - Percent	4.23%	3.76%	1.55%	3.18%	2.09%	0.00%	6.67%	0.45%	45.82%
Oct 31 - Dollar	\$60,229,400	\$3,382,869	\$6,343,450	\$2,237,495	\$11,963,814	\$0	\$7,810,181	\$400,000	\$11,013,143
Oct 31 - Percent	4.20%	3.68%	1.53%	3.29%	2.09%	0.00%	6.56%	0.45%	45.82%
Other Sources									
Jul 1 - Dollar	\$54,601,400	\$2,085,602	\$31,864,609	\$1,302,546	\$35,252,757	\$1,272,273	\$19,714,562	\$29,858,416	\$3,562,176
Jul 1 - Percent	3.89%	2.32%	7.79%	1.96%	6.23%	11.93%	16.84%	33.74%	14.82%
Oct 31 - Dollar	\$60,853,630	\$2,264,738	\$31,879,561	\$1,276,122	\$35,420,421	\$1,272,300	\$19,776,519	\$29,858,416	\$3,562,214
Oct 31 - Percent	4.24%	2.46%	7.70%	1.88%	6.17%	11.86%	16.61%	33.50%	14.82%
Total Educ. & Gen.									
Jul 1 - Dollar	\$1,402,243,900	\$89,994,759	\$409,012,257	\$66,485,051	\$565,492,067	\$10,664,481	\$117,084,509	\$88,484,925	\$24,037,819
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$1,435,532,420	\$92,025,844	\$413,773,336	\$67,934,048	\$573,733,228	\$10,724,708	\$119,066,414	\$89,132,895	\$24,034,457
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 (cont'd)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	Agricultural Experiment Station	Agricultural Extension Service	College of Veterinary Medicine	Institute for Public Service	MTAS	CTAS	University- Wide Admin.	Sub-Total UT System	Grand Total
Tuition & Fees									
Jul 1 - Dollar	\$0	\$0	\$5,806,297	\$0	\$0	\$0	\$0	\$308,704,806	\$926,885,006
Jul 1 - Percent	0.00%	0.00%	18.61%	0.00%	0.00%	0.00%	0.00%	33.20%	39.74%
Oct 31 - Dollar	\$0	\$0	\$5,723,116	\$0	\$0	\$0	\$0	\$310,466,210	\$933,499,900
Oct 31 - Percent	0.00%	0.00%	17.76%	0.00%	0.00%	0.00%	0.00%	32.92%	39.25%
State Appropriation									
Jul 1 - Dollar	\$23,626,400	\$28,033,400	\$15,286,300	\$4,674,900	\$1,861,700	\$1,406,200	\$4,049,600	\$461,079,700	\$1,131,215,500
Jul 1 - Percent	72.55%	73.70%	48.99%	72.32%	38.98%	38.59%	54.10%	49.58%	48.50%
Oct 31 - Dollar	\$24,022,500	\$28,413,100	\$15,695,300	\$4,734,600	\$1,925,100	\$1,481,700	\$4,180,600	\$471,324,500	\$1,162,740,200
Oct 31 - Percent	72.88%	74.04%	48.71%	72.57%	39.78%	39.84%	54.89%	49.98%	48.89%
Sales & Service									
Jul 1 - Dollar	\$2,717,078	\$469,950	\$8,850,449	\$0	\$0	\$0	\$0	\$43,101,385	\$102,427,885
Jul 1 - Percent	8.34%	1.24%	28.36%	0.00%	0.00%	0.00%	0.00%	4.63%	4.39%
Oct 31 - Dollar	\$2,717,078	\$408,300	\$9,650,033	\$0	\$0	\$0	\$0	\$43,962,549	\$104,191,949
Oct 31 - Percent	8.24%	1.06%	29.95%	0.00%	0.00%	0.00%	0.00%	4.66%	4.38%
Other Sources									
Jul 1 - Dollar	\$6,224,094	\$9,534,261	\$1,260,286	\$1,789,379	\$2,914,494	\$2,237,351	\$3,435,500	\$117,055,549	\$171,656,949
Jul 1 - Percent	19.11%	25.07%	4.04%	27.68%	61.02%	61.41%	45.90%	12.59%	7.36%
Oct 31 - Dollar	\$6,224,085	\$9,552,294	\$1,154,938	\$1,789,400	\$2,914,520	\$2,237,373	\$3,435,500	\$117,197,980	\$178,051,610
Oct 31 - Percent	18.88%	24.89%	3.58%	27.43%	60.22%	60.16%	45.11%	12.43%	7.49%
Total Educ. & Gen.									
Jul 1 - Dollar	\$32,567,572	\$38,037,611	\$31,203,332	\$6,464,279	\$4,776,194	\$3,643,551	\$7,485,100	\$929,941,440	\$2,332,185,340
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$32,963,663	\$38,373,694	\$32,223,387	\$6,524,000	\$4,839,620	\$3,719,073	\$7,616,100	\$942,951,239	\$2,378,483,659
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Univ.	CSTCC	CLSCC
Instruction									
Jul 1 - Dollar	\$37,774,700	\$62,364,450	\$107,926,400	\$50,278,460	\$45,451,100	\$116,666,100	\$420,461,210	\$23,800,000	\$7,792,000
Jul 1 - Percent	50.45%	49.91%	52.38%	47.94%	49.61%	45.74%	49.04%	56.34%	47.25%
Oct 31 - Dollar	\$37,934,400	\$64,262,500	\$114,528,300	\$52,107,800	\$46,324,800	\$119,544,100	\$434,701,900	\$24,853,800	\$7,955,600
Oct 31 - Percent	49.81%	48.87%	52.41%	48.17%	48.70%	43.73%	48.15%	56.29%	46.46%
Research									
Jul 1 - Dollar	\$463,800	\$2,008,900	\$4,701,100	\$2,219,470	\$840,400	\$11,843,400	\$22,077,070	\$0	\$0
Jul 1 - Percent	0.62%	1.61%	2.28%	2.12%	0.92%	4.64%	2.57%	0.00%	0.00%
Oct 31 - Dollar	\$501,000	\$3,317,200	\$6,841,500	\$2,238,700	\$839,500	\$16,178,900	\$29,916,800	\$0	\$0
Oct 31 - Percent	0.66%	2.52%	3.13%	2.07%	0.88%	5.92%	3.31%	0.00%	0.00%
Public Service									
Jul 1 - Dollar	\$154,100	\$1,860,970	\$2,512,000	\$1,137,030	\$1,547,300	\$6,941,000	\$14,152,400	\$157,900	\$83,600
Jul 1 - Percent	0.21%	1.49%	1.22%	1.08%	1.69%	2.72%	1.65%	0.37%	0.51%
Oct 31 - Dollar	\$157,700	\$1,897,000	\$3,129,600	\$1,215,800	\$1,538,800	\$9,525,700	\$17,464,600	\$166,000	\$80,500
Oct 31 - Percent	0.21%	1.44%	1.43%	1.12%	1.62%	3.48%	1.93%	0.38%	0.47%
Academic Support									
Jul 1 - Dollar	\$5,615,700	\$14,172,160	\$18,745,600	\$9,076,070	\$7,976,000	\$22,404,700	\$77,990,230	\$3,594,800	\$1,070,300
Jul 1 - Percent	7.50%	11.34%	9.10%	8.65%	8.71%	8.78%	9.10%	8.51%	6.49%
Oct 31 - Dollar	\$5,574,600	\$14,647,600	\$19,453,100	\$9,098,900	\$7,874,700	\$25,520,800	\$82,169,700	\$4,026,900	\$1,069,900
Oct 31 - Percent	7.32%	11.14%	8.90%	8.41%	8.28%	9.34%	9.10%	9.12%	6.25%
SubTotal									
Jul 1 - Dollar	\$44,008,300	\$80,406,480	\$133,885,100	\$62,711,030	\$55,814,800	\$157,855,200	\$534,680,910	\$27,552,700	\$8,945,900
Jul 1 - Percent	58.77%	64.36%	64.98%	59.79%	60.92%	61.89%	62.36%	65.23%	54.25%
Oct 31 - Dollar	\$44,167,700	\$84,124,300	\$143,952,500	\$64,661,200	\$56,577,800	\$170,769,500	\$564,253,000	\$29,046,700	\$9,106,000
Oct 31 - Percent	58.00%	63.97%	65.87%	59.78%	59.47%	62.47%	62.50%	65.79%	53.18%
Student Services									
Jul 1 - Dollar	\$13,123,100	\$15,058,940	\$29,764,580	\$15,495,430	\$13,193,600	\$40,154,500	\$126,790,150	\$4,304,800	\$2,909,400
Jul 1 - Percent	17.53%	12.05%	14.45%	14.77%	14.40%	15.74%	14.79%	10.19%	17.64%
Oct 31 - Dollar	\$12,664,300	\$15,513,300	\$30,450,900	\$15,828,500	\$13,777,700	\$43,361,900	\$131,596,600	\$4,564,700	\$2,877,200
Oct 31 - Percent	16.63%	11.80%	13.93%	14.63%	14.48%	15.86%	14.58%	10.34%	16.80%
Institutional Support									
Jul 1 - Dollar	\$8,032,000	\$10,996,090	\$18,942,700	\$13,186,820	\$9,578,200	\$23,528,000	\$84,263,810	\$6,282,900	\$2,649,900
Jul 1 - Percent	10.73%	8.80%	9.19%	12.57%	10.45%	9.22%	9.83%	14.87%	16.07%
Oct 31 - Dollar	\$8,249,800	\$11,211,400	\$20,222,500	\$13,827,800	\$9,656,200	\$25,526,200	\$88,693,900	\$6,627,000	\$2,714,800
Oct 31 - Percent	10.83%	8.53%	9.25%	12.78%	10.15%	9.34%	9.82%	15.01%	15.85%
Operation & Maintenance									
Jul 1 - Dollar	\$8,520,900	\$12,904,090	\$16,823,600	\$9,825,220	\$9,811,100	\$22,748,600	\$80,633,510	\$3,795,300	\$1,788,300
Jul 1 - Percent	11.38%	10.33%	8.17%	9.37%	10.71%	8.92%	9.40%	8.98%	10.85%
Oct 31 - Dollar	\$8,666,700	\$13,272,600	\$16,620,800	\$9,978,700	\$10,007,300	\$24,067,100	\$82,613,200	\$3,608,000	\$1,970,500
Oct 31 - Percent	11.38%	10.09%	7.61%	9.23%	10.52%	8.80%	9.15%	8.17%	11.51%
Scholarships & Fellowships									
Jul 1 - Dollar	\$1,192,700	\$5,576,350	\$6,628,720	\$3,660,600	\$3,226,400	\$10,765,300	\$31,050,070	\$306,000	\$195,800
Jul 1 - Percent	1.59%	4.46%	3.22%	3.49%	3.52%	4.22%	3.62%	0.72%	1.19%
Oct 31 - Dollar	\$2,404,100	\$7,381,500	\$7,277,100	\$3,872,700	\$5,112,800	\$9,629,900	\$35,678,100	\$306,900	\$455,100
Oct 31 - Percent	3.16%	5.61%	3.33%	3.58%	5.37%	3.52%	3.95%	0.70%	2.66%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$74,877,000	\$124,941,950	\$206,044,700	\$104,879,100	\$91,624,100	\$255,051,600	\$857,418,450	\$42,241,700	\$16,489,300
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$76,152,600	\$131,503,100	\$218,523,800	\$108,168,900	\$95,131,800	\$273,354,600	\$902,834,800	\$44,153,300	\$17,123,600
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2006-07**

Instruction	COSCC	DSCC	JSCC	MSCC	NSCC	NSTCC	PSTCC	RSCC	STCC
Jul 1 - Dollar									
Jul 1 - Percent	\$12,985,400	\$7,161,000	\$11,888,300	\$9,254,800	\$17,449,600	\$11,477,900	\$22,507,300	\$16,638,150	\$29,086,000
Oct 31 - Dollar	57.31%	54.02%	54.88%	52.21%	56.96%	50.62%	57.43%	54.40%	43.75%
Oct 31 - Percent	\$13,001,500	\$7,274,400	\$12,234,200	\$9,396,400	\$18,057,100	\$12,126,700	\$23,127,100	\$17,505,500	\$29,601,200
	56.17%	54.05%	54.51%	50.74%	57.37%	50.88%	56.80%	54.26%	42.68%
Research									
Jul 1 - Dollar									
Jul 1 - Percent	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Oct 31 - Dollar	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Oct 31 - Percent	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service									
Jul 1 - Dollar									
Jul 1 - Percent	\$65,700	\$39,200	\$47,400	\$163,900	\$569,300	\$25,000	\$531,900	\$404,380	\$318,000
Oct 31 - Dollar	0.29%	0.30%	0.22%	0.92%	1.86%	0.11%	1.36%	1.32%	0.48%
Oct 31 - Percent	\$66,700	\$39,400	\$48,600	\$216,700	\$496,300	\$29,500	\$557,600	\$436,000	\$334,200
	0.29%	0.29%	0.22%	1.17%	1.58%	0.12%	1.37%	1.35%	0.48%
Academic Support									
Jul 1 - Dollar									
Jul 1 - Percent	\$1,446,800	\$729,200	\$1,366,500	\$1,177,000	\$2,893,200	\$2,189,400	\$3,539,600	\$1,500,150	\$9,168,500
Oct 31 - Dollar	6.39%	5.50%	6.31%	6.64%	9.44%	9.66%	9.03%	4.90%	13.79%
Oct 31 - Percent	\$1,560,200	\$713,000	\$1,255,300	\$1,129,200	\$3,044,500	\$2,248,000	\$3,795,200	\$1,632,500	\$9,450,100
	6.74%	5.30%	5.59%	6.10%	9.67%	9.43%	9.32%	5.06%	13.62%
SubTotal									
Jul 1 - Dollar									
Jul 1 - Percent	\$14,497,900	\$7,929,400	\$13,302,200	\$10,595,700	\$20,912,100	\$13,692,300	\$26,578,800	\$18,542,680	\$38,572,500
Oct 31 - Dollar	63.99%	59.82%	61.41%	59.77%	68.26%	60.38%	67.82%	60.63%	58.02%
Oct 31 - Percent	\$14,628,400	\$8,026,800	\$13,538,100	\$10,742,300	\$21,597,900	\$14,404,200	\$27,479,900	\$19,574,000	\$39,385,500
	63.19%	59.64%	60.32%	58.01%	68.63%	60.44%	67.48%	60.68%	56.79%
Student Services									
Jul 1 - Dollar									
Jul 1 - Percent	\$2,431,600	\$1,540,700	\$2,508,000	\$2,376,700	\$2,913,900	\$3,051,800	\$4,201,500	\$3,705,650	\$9,152,600
Oct 31 - Dollar	10.73%	11.62%	11.58%	13.41%	9.51%	13.46%	10.72%	12.12%	13.77%
Oct 31 - Percent	\$2,512,400	\$1,586,400	\$2,671,600	\$2,581,400	\$3,017,400	\$3,145,300	\$4,599,900	\$3,974,600	\$9,007,100
	10.85%	11.79%	11.90%	13.94%	9.59%	13.20%	11.30%	12.32%	12.99%
Institutional Support									
Jul 1 - Dollar									
Jul 1 - Percent	\$3,316,200	\$2,144,100	\$3,722,500	\$2,844,500	\$3,903,700	\$2,988,600	\$4,564,400	\$4,252,980	\$10,936,400
Oct 31 - Dollar	14.64%	16.17%	17.19%	16.05%	12.74%	13.18%	11.65%	13.91%	16.45%
Oct 31 - Percent	\$3,446,000	\$2,193,500	\$4,003,800	\$2,949,600	\$4,084,400	\$3,116,900	\$4,785,400	\$4,492,400	\$12,903,300
	14.89%	16.30%	17.84%	15.93%	12.98%	13.08%	11.75%	13.93%	18.60%
Operation & Maintenance									
Jul 1 - Dollar									
Jul 1 - Percent	\$2,192,100	\$1,546,600	\$1,947,100	\$1,811,800	\$2,248,500	\$2,771,300	\$3,417,000	\$3,857,470	\$6,840,400
Oct 31 - Dollar	9.68%	11.67%	8.99%	10.22%	7.34%	12.22%	8.72%	12.61%	10.29%
Oct 31 - Percent	\$2,342,500	\$1,544,300	\$2,034,700	\$1,882,400	\$2,299,800	\$2,991,500	\$3,371,900	\$3,997,100	\$6,889,700
	10.12%	11.47%	9.07%	10.17%	7.31%	12.55%	8.28%	12.39%	9.93%
Scholarships & Fellowships									
Jul 1 - Dollar									
Jul 1 - Percent	\$219,200	\$95,000	\$181,100	\$98,200	\$656,700	\$171,200	\$426,000	\$225,420	\$980,800
Oct 31 - Dollar	0.97%	0.72%	0.84%	0.55%	2.14%	0.76%	1.09%	0.74%	1.48%
Oct 31 - Percent	\$219,200	\$107,200	\$195,900	\$362,100	\$472,800	\$174,500	\$483,000	\$221,700	\$1,173,500
	0.95%	0.80%	0.87%	1.96%	1.50%	0.73%	1.19%	0.69%	1.69%
Total Educational & General Expenditures									
Jul 1 - Dollar									
Jul 1 - Percent	\$22,657,000	\$13,255,800	\$21,660,900	\$17,726,900	\$30,634,900	\$22,675,200	\$39,187,700	\$30,584,200	\$66,482,700
Oct 31 - Dollar	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Percent	\$23,148,500	\$13,458,200	\$22,444,100	\$18,517,800	\$31,472,300	\$23,832,400	\$40,720,100	\$32,259,800	\$69,358,600
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	VSCC	WSCC	Total Two-Year Schools	Total Technology Centers	TSU McMinnville Center	ETSU Family Practice	ETSU College of Medicine	ETSU Pharmacy School	TBR Admin.
Instruction									
Jul 1 - Dollar	\$17,976,531	\$16,971,056	\$204,988,037	\$40,610,900	\$0	\$10,503,200	\$29,590,300	\$1,540,600	\$0
Jul 1 - Percent	54.80%	54.36%	52.88%	7.06%	0.00%	87.95%	63.23%	44.52%	0.00%
Oct 31 - Dollar	\$18,577,600	\$17,125,800	\$210,836,900	\$42,775,700	\$0	\$10,350,700	\$30,206,000	\$1,393,200	\$0
Oct 31 - Percent	54.62%	52.15%	52.27%	7.21%	0.00%	88.33%	63.85%	37.77%	0.00%
Research									
Jul 1 - Dollar	\$0	\$0	\$0	\$0	\$491,500	\$0	\$2,909,600	\$403,800	\$0
Jul 1 - Percent	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	6.22%	11.67%	0.00%
Oct 31 - Dollar	\$0	\$0	\$0	\$0	\$491,100	\$0	\$3,064,500	\$425,000	\$0
Oct 31 - Percent	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	6.48%	11.52%	0.00%
Public Service									
Jul 1 - Dollar	\$286,189	\$893,925	\$3,586,394	\$0	\$0	\$0	\$0	\$0	\$0
Jul 1 - Percent	0.87%	2.86%	0.93%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Oct 31 - Dollar	\$296,700	\$952,100	\$3,720,300	\$0	\$0	\$0	\$0	\$0	\$0
Oct 31 - Percent	0.87%	2.90%	0.92%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Support									
Jul 1 - Dollar	\$1,924,195	\$1,820,427	\$32,420,072	\$19,300	\$0	\$0	\$4,925,000	\$762,600	\$0
Jul 1 - Percent	5.87%	5.83%	8.36%	0.00%	0.00%	0.00%	10.52%	22.04%	0.00%
Oct 31 - Dollar	\$1,964,500	\$1,824,200	\$33,713,500	\$24,000	\$0	\$0	\$4,826,000	\$963,500	\$0
Oct 31 - Percent	5.78%	5.55%	8.36%	0.00%	0.00%	0.00%	10.20%	26.12%	0.00%
SubTotal									
Jul 1 - Dollar	\$20,186,915	\$19,685,408	\$240,994,503	\$40,630,200	\$491,500	\$10,503,200	\$37,424,900	\$2,707,000	\$0
Jul 1 - Percent	61.54%	63.05%	62.17%	7.06%	100.00%	87.95%	79.97%	78.22%	0.00%
Oct 31 - Dollar	\$20,838,800	\$19,902,100	\$248,270,700	\$42,799,700	\$491,100	\$10,350,700	\$38,096,500	\$2,781,700	\$0
Oct 31 - Percent	61.27%	60.60%	61.55%	7.22%	100.00%	88.33%	80.53%	75.41%	0.00%
Student Services									
Jul 1 - Dollar	\$4,389,266	\$3,716,289	\$47,202,205	\$7,521,200	\$0	\$0	\$1,185,400	\$350,100	\$0
Jul 1 - Percent	13.38%	11.90%	12.18%	1.31%	0.00%	0.00%	2.53%	10.12%	0.00%
Oct 31 - Dollar	\$4,609,600	\$4,039,500	\$49,187,100	\$7,766,700	\$0	\$0	\$1,249,400	\$357,200	\$0
Oct 31 - Percent	13.55%	12.30%	12.19%	1.31%	0.00%	0.00%	2.64%	9.68%	0.00%
Institutional Support									
Jul 1 - Dollar	\$4,879,364	\$3,430,772	\$55,916,316	\$11,616,600	\$0	\$1,439,200	\$2,562,100	\$315,100	\$12,954,500
Jul 1 - Percent	14.88%	10.99%	14.43%	2.02%	0.00%	12.05%	5.47%	9.11%	97.10%
Oct 31 - Dollar	\$5,136,600	\$3,617,500	\$60,071,200	\$12,222,000	\$0	\$1,367,500	\$2,605,400	\$325,100	\$13,525,600
Oct 31 - Percent	15.10%	11.01%	14.89%	2.06%	0.00%	11.67%	5.51%	8.81%	97.24%
Operation & Maintenance									
Jul 1 - Dollar	\$2,916,955	\$4,070,831	\$39,203,656	\$8,595,800	\$0	\$0	\$5,568,900	\$88,400	\$360,000
Jul 1 - Percent	8.89%	13.04%	10.11%	1.49%	0.00%	0.00%	11.90%	2.55%	2.70%
Oct 31 - Dollar	\$3,001,000	\$4,189,900	\$40,123,300	\$8,673,200	\$0	\$0	\$5,298,400	\$224,800	\$360,000
Oct 31 - Percent	8.82%	12.76%	9.95%	1.46%	0.00%	0.00%	11.20%	6.09%	2.59%
Scholarships & Fellowships									
Jul 1 - Dollar	\$428,900	\$316,400	\$4,300,720	\$439,000	\$0	\$0	\$60,000	\$0	\$27,000
Jul 1 - Percent	1.31%	1.01%	1.11%	0.08%	0.00%	0.00%	0.13%	0.00%	0.20%
Oct 31 - Dollar	\$423,700	\$1,092,900	\$5,688,000	\$461,800	\$0	\$0	\$60,000	\$0	\$24,000
Oct 31 - Percent	1.25%	3.33%	1.41%	0.08%	0.00%	0.00%	0.13%	0.00%	0.17%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$32,801,400	\$31,219,700	\$387,617,400	\$68,802,800	\$491,500	\$11,942,400	\$46,801,300	\$3,460,600	\$13,341,500
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$34,009,700	\$32,841,900	\$403,340,300	\$71,923,400	\$491,100	\$11,718,200	\$47,309,700	\$3,688,800	\$13,909,600
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	Sub-Total TBR System	UTC	UTK	UTM	Total UT Univ.	UT Space Institute	UT Memphis	UT College of Medicine	UT Family Medicine
Instruction									
Jul 1 - Dollar	\$707,694,247	\$41,226,256	\$190,273,458	\$29,971,604	\$261,471,318	\$3,092,566	\$37,307,145	\$75,520,676	\$23,220,192
Jul 1 - Percent	50.92%	46.11%	45.33%	45.18%	45.43%	29.08%	31.80%	89.29%	97.01%
Oct 31 - Dollar	\$730,264,400	\$41,800,746	\$192,109,838	\$31,402,828	\$265,313,412	\$3,210,445	\$37,515,330	\$75,208,806	\$23,264,235
Oct 31 - Percent	50.18%	44.79%	44.67%	45.01%	44.73%	29.51%	30.46%	87.25%	96.94%
Research									
Jul 1 - Dollar	\$25,881,970	\$1,506,229	\$15,053,503	\$833,892	\$17,393,624	\$3,216,837	\$3,023,241	\$195,096	\$0
Jul 1 - Percent	1.86%	1.68%	3.59%	1.26%	3.02%	30.25%	2.58%	0.23%	0.00%
Oct 31 - Dollar	\$33,897,400	\$1,921,616	\$21,712,664	\$852,129	\$24,486,409	\$3,181,627	\$3,054,461	\$2,228,709	\$0
Oct 31 - Percent	2.33%	2.06%	5.05%	1.22%	4.13%	29.25%	2.48%	2.59%	0.00%
Public Service									
Jul 1 - Dollar	\$17,738,794	\$2,100,474	\$8,579,775	\$492,446	\$11,172,695	\$0	\$870,526	\$3,000	\$0
Jul 1 - Percent	1.28%	2.35%	2.04%	0.74%	1.94%	0.00%	0.74%	0.00%	0.00%
Oct 31 - Dollar	\$21,184,900	\$2,189,760	\$8,596,678	\$569,535	\$11,355,973	\$6,623	\$877,856	\$3,000	\$0
Oct 31 - Percent	1.46%	2.35%	2.00%	0.82%	1.91%	0.06%	0.71%	0.00%	0.00%
Academic Support									
Jul 1 - Dollar	\$116,117,202	\$6,003,164	\$46,058,593	\$8,829,140	\$60,890,897	\$413,647	\$24,974,660	\$6,791,745	\$112,608
Jul 1 - Percent	8.35%	6.71%	10.97%	13.31%	10.58%	3.89%	21.29%	8.03%	0.47%
Oct 31 - Dollar	\$121,696,700	\$7,881,405	\$46,608,256	\$8,919,345	\$63,409,006	\$421,970	\$27,211,069	\$6,734,290	\$112,563
Oct 31 - Percent	8.36%	8.44%	10.84%	12.78%	10.69%	3.88%	22.09%	7.81%	0.47%
SubTotal									
Jul 1 - Dollar	\$867,432,213	\$50,836,123	\$259,965,329	\$40,127,082	\$350,928,534	\$6,723,050	\$66,175,572	\$82,510,517	\$23,332,800
Jul 1 - Percent	62.41%	56.85%	61.93%	60.49%	60.97%	63.21%	56.41%	97.56%	97.49%
Oct 31 - Dollar	\$907,043,400	\$53,793,527	\$269,027,436	\$41,743,837	\$364,564,800	\$6,820,665	\$68,658,716	\$84,174,805	\$23,376,798
Oct 31 - Percent	62.33%	57.64%	62.56%	59.83%	61.47%	62.70%	55.74%	97.65%	97.41%
Student Services									
Jul 1 - Dollar	\$183,049,055	\$11,510,140	\$38,793,112	\$7,153,235	\$57,456,487	\$179,744	\$2,969,782	\$396,098	\$0
Jul 1 - Percent	13.17%	12.87%	9.24%	10.78%	9.98%	1.69%	2.53%	0.47%	0.00%
Oct 31 - Dollar	\$190,157,000	\$12,290,228	\$38,581,855	\$7,744,178	\$58,616,261	\$215,047	\$3,279,112	\$397,300	\$0
Oct 31 - Percent	13.07%	13.17%	8.97%	11.10%	9.88%	1.98%	2.66%	0.46%	0.00%
Institutional Support									
Jul 1 - Dollar	\$169,067,626	\$8,368,315	\$43,741,348	\$5,452,694	\$57,562,357	\$2,091,044	\$22,232,787	\$0	\$405,689
Jul 1 - Percent	12.16%	9.36%	10.42%	8.22%	10.00%	19.66%	18.95%	0.00%	1.69%
Oct 31 - Dollar	\$178,810,700	\$9,075,367	\$45,304,263	\$5,922,661	\$60,302,291	\$2,211,768	\$24,577,589	\$0	\$424,997
Oct 31 - Percent	12.29%	9.72%	10.54%	8.49%	10.17%	20.33%	19.95%	0.00%	1.77%
Operation & Maintenance									
Jul 1 - Dollar	\$134,450,266	\$11,591,847	\$45,109,217	\$8,133,840	\$64,834,904	\$1,546,969	\$21,051,713	\$0	\$196,172
Jul 1 - Percent	9.67%	12.96%	10.75%	12.26%	11.26%	14.55%	17.95%	0.00%	0.82%
Oct 31 - Dollar	\$137,292,900	\$11,056,156	\$44,802,154	\$8,623,716	\$64,482,026	\$1,535,934	\$21,116,108	\$0	\$197,380
Oct 31 - Percent	9.43%	11.85%	10.42%	12.36%	10.87%	14.12%	17.14%	0.00%	0.82%
Scholarships & Fellowships									
Jul 1 - Dollar	\$35,876,790	\$7,111,207	\$32,180,820	\$5,468,974	\$44,761,001	\$94,694	\$4,882,031	\$1,670,390	\$0
Jul 1 - Percent	2.58%	7.95%	7.67%	8.24%	7.78%	0.89%	4.16%	1.97%	0.00%
Oct 31 - Dollar	\$41,911,900	\$7,114,507	\$32,305,820	\$5,738,020	\$45,158,347	\$94,694	\$5,540,419	\$1,631,878	\$0
Oct 31 - Percent	2.88%	7.62%	7.51%	8.22%	7.61%	0.87%	4.50%	1.89%	0.00%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$1,389,875,950	\$89,417,632	\$419,789,826	\$66,335,825	\$575,543,283	\$10,635,501	\$117,311,885	\$84,577,005	\$23,934,661
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$1,455,215,900	\$93,329,785	\$430,021,528	\$69,772,412	\$593,123,725	\$10,878,108	\$123,171,944	\$86,203,983	\$23,999,175
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3 (cont'd)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
JULY 1 & OCTOBER 31 BUDGETS 2006-07**

	UT Agri. Exp. Station	UT Ext. Service	UT College of Vet. Medicine	Institute for Pub. Service	MTAS	CTAS	UT Univ.-Wide Admin.	Sub-Total UT System	GRAND TOTAL
Instruction									
Jul 1 - Dollar	\$0	\$0	\$22,909,487	\$0	\$0	\$0	\$0	\$423,521,384	\$1,131,215,631
Jul 1 - Percent	0.00%	0.00%	71.78%	0.00%	0.00%	0.00%	0.00%	45.08%	48.56%
Oct 31 - Dollar	\$0	\$0	\$23,820,179	\$0	\$0	\$0	\$0	\$428,332,407	\$1,158,596,807
Oct 31 - Percent	0.00%	0.00%	70.57%	0.00%	0.00%	0.00%	0.00%	44.18%	47.78%
Research									
Jul 1 - Dollar	\$29,555,748	\$0	\$2,667,695	\$0	\$0	\$0	\$0	\$56,052,241	\$81,934,211
Jul 1 - Percent	91.00%	0.00%	8.36%	0.00%	0.00%	0.00%	0.00%	5.97%	3.52%
Oct 31 - Dollar	\$30,826,746	\$0	\$2,718,824	\$0	\$0	\$0	\$0	\$66,496,776	\$100,394,176
Oct 31 - Percent	91.14%	0.00%	8.05%	0.00%	0.00%	0.00%	0.00%	6.86%	4.14%
Public Service									
Jul 1 - Dollar	\$0	\$36,727,889	\$0	\$5,150,357	\$4,920,488	\$4,304,199	\$0	\$63,149,154	\$80,887,948
Jul 1 - Percent	0.00%	95.56%	0.00%	84.48%	95.18%	99.23%	0.00%	6.72%	3.47%
Oct 31 - Dollar	\$0	\$37,796,053	\$0	\$5,329,347	\$5,009,112	\$4,501,012	\$0	\$64,878,976	\$86,063,876
Oct 31 - Percent	0.00%	95.65%	0.00%	84.58%	94.95%	99.23%	0.00%	6.69%	3.55%
Academic Support									
Jul 1 - Dollar	\$1,199,693	\$603,723	\$3,785,879	\$0	\$212,532	\$0	\$0	\$98,985,384	\$215,102,586
Jul 1 - Percent	3.69%	1.57%	11.86%	0.00%	4.11%	0.00%	0.00%	10.54%	9.23%
Oct 31 - Dollar	\$1,237,085	\$588,628	\$4,325,507	\$0	\$228,232	\$0	\$0	\$104,268,350	\$225,965,050
Oct 31 - Percent	3.66%	1.49%	12.81%	0.00%	4.33%	0.00%	0.00%	10.75%	9.32%
SubTotal									
Jul 1 - Dollar	\$30,755,441	\$37,331,612	\$29,363,061	\$5,150,357	\$5,133,020	\$4,304,199	\$0	\$641,708,163	\$1,509,140,376
Jul 1 - Percent	94.70%	97.13%	92.00%	84.48%	99.29%	99.23%	0.00%	68.30%	64.79%
Oct 31 - Dollar	\$32,063,831	\$38,384,681	\$30,864,510	\$5,329,347	\$5,237,344	\$4,501,012	\$0	\$663,976,509	\$1,571,019,909
Oct 31 - Percent	94.80%	97.14%	91.44%	84.58%	99.28%	99.23%	0.00%	68.48%	64.79%
Student Services									
Jul 1 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$61,002,111	\$244,051,166
Jul 1 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.49%	10.48%
Oct 31 - Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$62,507,720	\$252,664,720
Oct 31 - Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.45%	10.42%
Institutional Support									
Jul 1 - Dollar	\$1,248,861	\$1,103,687	\$684,790	\$946,520	\$36,631	\$33,479	\$9,039,338	\$95,385,183	\$264,452,809
Jul 1 - Percent	3.85%	2.87%	2.15%	15.52%	0.71%	0.77%	100.00%	10.15%	11.35%
Oct 31 - Dollar	\$1,270,345	\$1,129,668	\$713,350	\$971,740	\$38,151	\$35,124	\$8,995,752	\$100,670,775	\$279,481,475
Oct 31 - Percent	3.76%	2.86%	2.11%	15.42%	0.72%	0.77%	100.00%	10.38%	11.53%
Operation & Maintenance									
Jul 1 - Dollar	\$472,970	\$0	\$1,838,524	\$0	\$0	\$0	\$0	\$89,941,252	\$224,391,518
Jul 1 - Percent	1.46%	0.00%	5.76%	0.00%	0.00%	0.00%	0.00%	9.57%	9.63%
Oct 31 - Dollar	\$488,788	\$0	\$2,147,574	\$0	\$0	\$0	\$0	\$89,967,810	\$227,260,710
Oct 31 - Percent	1.45%	0.00%	6.36%	0.00%	0.00%	0.00%	0.00%	9.28%	9.37%
Scholarships & Fellowships									
Jul 1 - Dollar	\$0	\$0	\$30,000	\$0	\$0	\$0	\$0	\$51,438,116	\$87,314,906
Jul 1 - Percent	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.00%	5.48%	3.75%
Oct 31 - Dollar	\$0	\$0	\$30,000	\$0	\$0	\$0	\$0	\$52,455,338	\$94,367,238
Oct 31 - Percent	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.00%	5.41%	3.89%
Total Educational & General Expenditures									
Jul 1 - Dollar	\$32,477,272	\$38,435,299	\$31,916,375	\$6,096,877	\$5,169,651	\$4,337,678	\$9,039,338	\$939,474,825	\$2,329,350,775
Jul 1 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Oct 31 - Dollar	\$33,822,964	\$39,514,349	\$33,755,434	\$6,301,087	\$5,275,495	\$4,536,136	\$8,995,752	\$969,578,152	\$2,424,794,052
Oct 31 - Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4

**MANDATORY STUDENT FEE CHARGES
2006-07**

	Total Mandatory Fees	Undergraduate Maintenance Fees	Graduate/ Professional Fees	Out-of State Tuition	Totals				
					Undergraduate		Graduate		
					Resident	Non-Res.	Resident	Non-Res.	
Austin Peay	1,009	3,828	5,138	9,694	4,837	14,531	6,147	15,841	
East Tennessee	809	3,828	5,138	9,694	4,637	14,331	5,947	15,641	
ETSU College of Medicine	809	-	19,034	19,764	-	-	19,843	39,607	
ETSU College of Pharmacy	809	-	19,260	-	-	-	20,069	20,069	
Middle Tennessee	938	3,828	5,138	9,694	4,766	14,460	6,076	15,770	
Tennessee State	706	3,828	5,138	9,694	4,534	14,228	5,844	15,538	
Tennessee Tech	734	3,828	5,138	9,694	4,562	14,256	5,872	15,566	
University of Memphis	868	4,388	5,504	10,216	5,256	15,472	6,372	16,588	
University of Memphis Law	874		9,242	18,100	-	-	10,116	28,216	
Chattanooga	277	2,230	-	6,676	2,507	9,183	-	-	
Cleveland	253	2,230	-	6,676	2,483	9,159	-	-	
Columbia	241	2,230	-	6,676	2,471	9,147	-	-	
Dyersburg	251	2,230	-	6,676	2,481	9,157	-	-	
Jackson	253	2,230	-	6,676	2,483	9,159	-	-	
Motlow	249	2,230	-	6,676	2,479	9,155	-	-	
Nashville	225	2,230	-	6,676	2,455	9,131	-	-	
Northeast	261	2,230	-	6,676	2,491	9,167	-	-	
Pellissippi	273	2,230	-	6,676	2,503	9,179	-	-	
Roane	255	2,230	-	6,676	2,485	9,161	-	-	
Southwest	255	2,230	-	6,676	2,485	9,161	-	-	
Volunteer	241	2,230	-	6,676	2,471	9,147	-	-	
Walters	239	2,230	-	6,676	2,469	9,145	-	-	
UT Chattanooga	940	3,748	4,494	9,398	4,688	14,086	5,434	14,832	
UT Knoxville	792	4,830	5,574	11,266	5,622	17,188	6,366	17,932	
UT Knoxville College of Law	792		9,142	15,056	-	-	9,934	25,290	
UT Martin	732	3,916	4,668	9,472	4,665	14,137	5,400	14,872	
Technology Centers	200	1,857	-	-	2,057	-	-	-	
UT Vet Med	790	-	12,582	23,766	-	-	13,372	37,438	
UT Memphis									
Medicine - Fourth Yr. Students	54	-	16,476	16,392	-	-	16,530	32,922	
Medicine - Third Yr. Students	54	-	16,958	16,392	-	-	17,012	33,404	
Medicine - Second Year Students	54	-	17,468	16,884	-	-	17,522	34,406	
Medicine - New Students	54	-	17,996	17,390	-	-	18,050	35,440	
Dentistry	54	-	15,616	20,970	-	-	15,670	36,640	
Pharmacy	54	-	11,886	12,750	-	-	11,940	24,690	
UT Space Institute	182	-	5,574	11,266	-	-	5,756	17,022	
UT Memphis (Other)									
Graduate Health Sciences	54	-	6,468	12,476	-	-	6,522	18,998	
Nursing									
Bachelors	-	-	4,442	5,984	-	-	4,442	10,426	
Masters	54	-	7,886	10,780	-	-	7,940	18,720	
Doctor of Nursing	54	-	7,886	10,780	-	-	7,940	18,720	
Allied Health									
Dental Hygiene	54	-	4,726	10,800	-	-	4,780	15,580	
Dental Hygiene - Masters	54	-	5,796	10,800	-	-	5,850	16,650	
Physical Therapy - Doctorate (3 Yr.)	54	-	7,906	10,800	-	-	7,960	18,760	
Physical Therapy - Graduate	54	-	5,796	10,800	-	-	5,850	16,650	
Physical Therapy - Doctor of Science	54	-	5,796	10,800	-	-	5,850	16,650	
Occupational Therapy - Masters	54	-	7,906	10,800	-	-	7,960	18,760	
Clinical Lab Sciences	54	-	5,796	10,800	-	-	5,850	16,650	
Medical Technology	54	-	6,776	15,590	-	-	6,830	22,420	
Cytotechnology	54	-	7,906	10,800	-	-	7,960	18,760	
Health Information Management	54	-	6,136	13,960	-	-	6,190	20,150	
Occupational Therapy	54	-	7,906	10,800	-	-	7,960	18,760	

Table 4

**MANDATORY STUDENT FEE CHARGES
2006-07**

	Annual Debt Service	In-State Facilities Fee	Out-of-State Facilities Fee	Change of Course	Graduation Fee	Student Activity	Athletics	Annual Health Service	Annual Student Govt.	Technology Access Fee	Campus Assess Fee	Counseling	Transportation	Postal Services	Clean Energy	Total Mandatory Fees	Undergraduate Maintenance Fees	Graduate/ Professional Fees	Out-of State Tuition	Undergraduate		Graduate	
																				Resident	Non-Res.	Resident	Non-Res.
Austin Peay	274	-	-	-	-	290	150	30	10	225	30	-	-	-	-	1,009	3,828	5,138	9,694	4,837	14,531	6,147	15,841
East Tennessee****	180	-	-	-	15	9	160	150	40	225	30	-	-	-	-	809	3,828	5,138	9,694	4,637	14,331	5,947	15,641
ETSU College of Medicine	180	-	-	-	15	9	160	150	40	225	30	-	-	-	-	809	-	19,034	19,764	-	-	19,843	39,607
ETSU College of Pharmacy	180	-	-	-	15	9	160	150	40	225	30	-	-	-	-	809	-	19,260	-	-	-	20,069	20,069
Middle Tennessee	166	-	-	-	-	50	200	71	40	225	146	-	-	-	24	938	3,828	5,138	9,694	4,766	14,460	6,076	15,770
Tennessee State	130	-	-	-	-	11	140	150	6	225	44	-	-	-	-	706	3,828	5,138	9,694	4,534	14,228	5,844	15,538
Tennessee Tech*****	58	-	-	-	15	8	212	150	20	225	30	-	-	-	16	734	3,828	5,138	9,694	4,562	14,256	5,872	15,566
University of Memphis*****	192	50	50	5	18	88	200	30	-	225	60	-	-	-	-	868	4,388	5,504	10,216	5,256	15,472	6,372	16,588
University of Memphis Law	192	50	50	5	5	24	88	200	30	225	60	-	-	-	-	874	-	9,242	18,100	-	-	10,116	28,216
Chattanooga	-	-	-	10	-	24	-	-	6	225	12	-	-	-	-	277	2,230	-	6,676	2,507	9,183	-	-
Cleveland	-	-	-	-	-	6	-	-	12	225	10	-	-	-	-	253	2,230	-	6,676	2,483	9,159	-	-
Columbia	-	-	-	-	-	-	-	-	6	225	10	-	-	-	-	241	2,230	-	6,676	2,471	9,147	-	-
Dyersburg	-	-	-	-	-	-	-	-	6	225	20	-	-	-	-	251	2,230	-	6,676	2,481	9,157	-	-
Jackson	-	-	-	-	-	8	-	-	-	225	20	-	-	-	-	253	2,230	-	6,676	2,483	9,159	-	-
Motlow	-	-	-	-	-	12	-	-	-	225	12	-	-	-	-	249	2,230	-	6,676	2,479	9,155	-	-
Nashville	-	-	-	-	-	-	-	-	-	225	-	-	-	-	-	225	2,230	-	6,676	2,455	9,131	-	-
Northeast	-	-	-	-	-	26	-	-	-	225	10	-	-	-	-	261	2,230	-	6,676	2,491	9,167	-	-
Pellissippi	30	-	-	-	-	8	-	-	-	225	10	-	-	-	-	273	2,230	-	6,676	2,503	9,179	-	-
Roane	-	-	-	-	-	10	-	-	10	225	10	-	-	-	-	255	2,230	-	6,676	2,485	9,161	-	-
Southwest	-	-	-	-	-	-	-	-	10	225	20	-	-	-	-	255	2,230	-	6,676	2,485	9,161	-	-
Volunteer	-	-	-	-	-	6	-	-	6	225	4	-	-	-	-	241	2,230	-	6,676	2,471	9,147	-	-
Walters	-	-	-	-	-	-	-	-	10	225	4	-	-	-	-	239	2,230	-	6,676	2,469	9,145	-	-
UT Chattanooga	220	100	100	-	-	180	240	-	-	200	-	-	-	-	-	940	3,748	4,494	9,398	4,688	14,086	5,434	14,832
UT Knoxville*	104	60	360	-	-	182	-	168	-	200	-	46	32	-	-	792	4,830	5,574	11,266	5,622	17,188	6,366	17,932
UT Knoxville College of Law	104	60	360	-	-	182	-	168	-	200	-	46	32	-	-	792	-	9,142	15,056	-	-	9,934	25,290
UT Martin**	174	50	50	-	-	100	208	-	-	200	-	-	-	-	-	732	3,916	4,668	9,472	4,665	14,137	5,400	14,872
Technology Centers	-	-	-	-	-	-	-	-	-	200	-	-	-	-	-	200	1,857	-	-	2,057	-	-	-
UT Vet Med	104	60	360	-	-	180	-	168	-	200	-	46	32	-	-	790	-	12,582	23,766	-	-	13,372	37,438
UT Memphis																							
Medicine - Fourth Yr. Students	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	16,476	16,392	-	-	16,530	32,922
Medicine - Third Yr. Students	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	16,958	16,392	-	-	17,012	33,404
Medicine - Second Year Students	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	17,468	16,884	-	-	17,522	34,406
Medicine - New Students	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	17,996	17,390	-	-	18,050	35,440
Dentistry	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	15,616	20,970	-	-	15,670	36,640
Pharmacy	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	11,886	12,750	-	-	11,940	24,690
UT Space Institute	-	-	-	-	-	182	-	-	-	-	-	-	-	-	-	182	-	5,574	11,266	-	-	5,756	17,022
UT Memphis (Other)																							
Graduate Health Sciences	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	6,468	12,476	-	-	6,522	18,998
Nursing																							
Bachelors	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,442	5,984	-	-	4,442	10,426
Masters	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,886	10,780	-	-	7,940	18,720
Doctor of Nursing	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,886	10,780	-	-	7,940	18,720
Allied Health																							
Dental Hygiene	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	4,726	10,800	-	-	4,780	15,580
Dental Hygiene - Masters	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	5,796	10,800	-	-	5,850	16,650
Physical Therapy - Doctorate (3 Yr.)	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,906	10,800	-	-	7,960	18,760
Physical Therapy - Graduate	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	5,796	10,800	-	-	5,850	16,650
Physical Therapy - Doctor of Science	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	5,796	10,800	-	-	5,850	16,650
Occupational Therapy - Masters	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,906	10,800	-	-	7,960	18,760
Clinical Lab Sciences	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	5,796	10,800	-	-	5,850	16,650
Medical Technology	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	6,776	15,590	-	-	6,830	22,420
Cytotechnology	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,906	10,800	-	-	7,960	18,760
Health Information Management	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	6,136	13,960	-	-	6,190	20,150
Occupational Therapy	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	-	7,906	10,800	-	-	7,960	18,760

* UT Knoxville has an additional charge of \$25 per semester hour for Engineering courses, with a maximum charge of \$200.

** UT Martin has an additional charge of \$8.50 per semester for yearbooks for all full-time undergraduate students.

****ETSU applies a per credit hour charge of \$100 for courses in the Digital Media Program

*****UM and TTU apply a per credit hour charge of \$20 for Engineering courses.

MTSU Access fee of \$146 for parking will apply to freshmen and sophomores began Fall 2004.

All TBR universities, except UM, charge a \$20 per hour business course specialized academic fee.

UM has a Fogelman College of Business and Economics specialized academic course fee of \$10 per hour for junior/senior level courses and a \$20 per hour fee for graduate level courses.

The TTC's charge a \$200 per semester specialized academic course fee for the truck driving program.

Table 5

**COMPARISON OF MAJOR AUXILIARY ENTERPRISE REVENUES, EXPENDITURES AND TRANSFERS
FOR THE TBR AND UT SYSTEMS**

	Actual 2005-06			October 31 2006-07		
	Revenue	Expenditures/ Transfers	Difference	Revenue	Expenditures/ Transfers	Difference
Austin Peay	\$5,501,241	\$5,501,241	-	\$6,846,400	\$6,846,400	-
East Tennessee*	9,449,486	9,449,486	-	10,229,900	10,229,100	800
Middle Tennessee	29,818,080	29,310,448	507,632	28,029,700	28,029,700	-
Tennessee State	13,560,266	13,560,266	-	14,500,200	14,500,200	-
Tennessee Tech	9,437,772	9,434,842	2,930	9,493,100	8,475,400	1,017,700
University of Memphis	15,056,934 *	15,056,934	0	14,607,100	14,235,000	372,100
subtotal	\$82,823,779	\$82,313,217	\$510,562	\$83,706,400	\$82,315,800	\$1,390,600
Chattanooga	\$786,140	\$576,474	\$209,666	\$825,000	\$663,800	\$161,200
Cleveland	112,037	32,906	79,131	146,900	40,200	106,700
Columbia	144,589	78,143	66,446	105,000	67,100	37,900
Dyersburg	88,743	-	88,743	90,000	90,000	-
Jackson	105,648 *	105,648	-	250,000	250,000	-
Motlow	182,472	7,388	175,084	132,000	9,200	122,800
Nashville	223,981	13,865	210,116	224,000	15,700	208,300
Northeast	201,144	196,557	4,587	194,000	9,700	184,300
Pellissippi	376,212	165,103	211,109	370,000	148,500	221,500
Roane	211,686	46,228	165,458	213,500	52,100	161,400
Southwest	600,000	177,160	422,840	600,000	192,400	407,600
Volunteer	292,636	82,805	209,831	290,300	178,000	112,300
Walters	2,255,566	2,058,695	196,871	2,244,000	2,095,800	148,200
subtotal	\$5,580,854	\$3,540,972	\$2,039,882	\$5,684,700	\$3,812,500	\$1,872,200
UT Chattanooga	\$6,637,737 *	\$6,637,737	\$0	\$6,732,087	\$6,672,799	59,288
UT Knoxville	121,483,486	119,464,158	2,019,328	125,462,390	125,436,384	26,006
UT Martin	9,016,219	8,909,575	106,644	8,842,079	8,842,079	-
subtotal	\$137,137,442	\$135,011,470	\$2,125,972	\$141,036,556	\$140,951,262	\$85,294
UT Space Institute	\$65,411 *	\$65,411	-	\$58,000	\$58,000	-
UT Memphis	5,928,617 *	5,928,617	-	5,906,519	5,906,519	-
Technology Centers	3,530,082	2,846,397	683,685	3,329,000 *	3,329,000	0
subtotal	\$9,524,110	\$8,840,425	\$683,685	\$9,293,519	\$9,293,519	\$0
TOTAL	\$235,066,185	\$229,706,084	\$5,360,101	\$239,721,175	\$236,373,081	\$3,348,094

*Revenues include transfers from Auxiliary Fund Balance in order to balance Auxiliary Enterprises

Table 6

**ACTUAL & ESTIMATED REQUIRED EXPENDITURES
OF MAINTENANCE AND OPERATION OF PHYSICAL PLANT*
UNRESTRICTED EDUCATIONAL AND GENERAL BUDGETS**

**ACADEMIC FORMULA INSTITUTIONS
2005-06 & 2006-07**

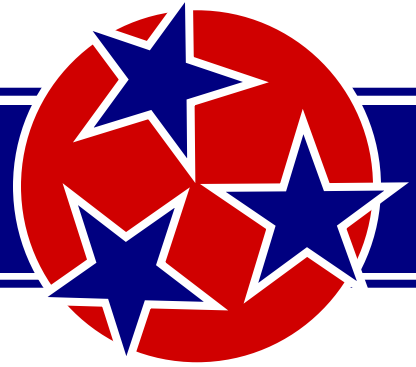
	2005-06			2006-07		
	Appropriations	Actual*	Percent	Appropriations	October 31*	Percent
Austin Peay	\$2,990,400	\$3,201,246	107.1%	\$3,125,700	\$3,591,700	114.9%
East Tennessee	5,319,900	5,880,268	110.5%	5,502,300	6,826,020	124.1%
Middle Tennessee	6,618,400	8,183,945	123.7%	6,951,000	8,688,618	125.0%
Tennessee State	4,397,800	5,137,165	116.8%	4,431,000	5,744,690	129.6%
Tennessee Tech	4,191,000	4,513,646	107.7%	4,311,700	4,660,730	108.1%
University of Memphis	8,388,500	13,968,298	166.5%	8,718,600	13,243,000	151.9%
subtotal	\$31,906,000	\$40,884,570	128.1%	\$33,040,300	\$42,754,758	129.4%
Chattanooga	\$1,388,700	\$1,557,831	112.2%	\$1,429,700	\$1,584,350	110.8%
Cleveland	933,900	994,487	106.5%	962,600	1,097,030	114.0%
Columbia	896,400	1,008,679	112.5%	939,600	1,243,190	132.3%
Dyersburg	487,700	701,347	143.8%	518,200	775,000	149.6%
Jackson	907,300	1,076,365	118.6%	939,000	1,089,600	116.0%
Motlow	774,400	796,945	102.9%	813,700	996,678	122.5%
Nashville	866,600	1,154,350	133.2%	917,700	1,374,090	149.7%
Northeast	956,300	1,397,311	146.1%	1,018,000	1,591,850	156.4%
Pellissippi	1,329,500	1,698,772	127.8%	1,386,700	1,886,850	136.1%
Roane	1,702,600	1,787,823	105.0%	1,769,100	1,942,890	109.8%
Southwest	3,362,100	4,124,151	122.7%	3,411,700	4,409,058	129.2%
Volunteer	939,200	1,567,729	166.9%	987,900	1,797,796	182.0%
Walters	1,547,700	1,933,914	125.0%	1,618,900	1,992,800	123.1%
subtotal	\$16,092,400	\$19,799,704	123.0%	\$16,712,800	\$21,781,182	130.3%
UT Chattanooga	\$3,532,200	\$5,305,032	150.2%	\$3,644,600	\$6,068,528	166.5%
UT Knoxville	15,259,400	23,141,807	151.7%	15,821,100	25,715,509	162.5%
UT Martin	3,096,200	4,284,477	138.4%	3,183,800	4,487,546	140.9%
subtotal	\$21,887,800	\$32,731,316	149.5%	\$22,649,500	\$36,271,583	160.1%
Technology Centers	2,690,200	3,882,289	144.3%	2,938,800	4,273,900	145.4%
Grand Total	\$72,576,400	\$97,297,879	134.1%	\$75,341,400	\$105,081,423	139.5%

*Exclusive of utilities, staff benefits (including longevity), and transfers to plant fund for extraordinary maintenance.

Table 7**Athletics Data
2005-06 & 2006-07**

2005-06 General Fund Support		Athletics General Fund as Percent of E&G	2005-06 Student Athletics Fee	2005-06 Student Athl Fee Revenue	2005-06 Athletics Budget	2006-07 General Fund Support		Athletics General Fund as Percent of E&G	2006-07 Student Athletics Fee	2006-07 Student Athl Fee Revenue	2006-07 Athletics Budget
APSU	\$2,810,174	3.7%	\$150	\$855,754	\$4,677,296	APSU	\$3,489,957	4.5%	\$150	\$981,500	\$5,251,257
ETSU	3,777,740	3.0%	150	1,820,729	6,457,709	ETSU	3,935,990	2.9%	150	1,770,000	6,780,670
MTSU	6,247,200	3.0%	200	4,255,770	14,755,728	MTSU	6,439,300	2.9%	200	4,311,600	15,477,562
TSU	3,929,468	3.8%	150	1,441,474	7,723,233	TSU	4,199,700	3.8%	150	1,300,000	7,817,200
TTU	3,947,488	4.4%	150	1,301,499	6,574,650	TTU	4,199,700	4.3%	150	1,345,000	6,613,590
UM	1,370,471	0.5%	200	3,887,929	26,504,555	UM	1,885,941	0.7%	200	3,825,000	25,781,713
UTC	3,643,850	4.1%	200	2,265,744	8,916,370	UTC	3,675,373	4.0%	240	2,525,124	9,350,658
UTM	3,388,184	5.4%	208	1,205,966	5,817,329	UTM	3,282,881	4.7%	208	1,206,435	5,692,380
UTK*	0	NA	0	1,000,000	68,407,613	UTK*	0	NA	0	1,000,000	73,432,000
Subtotal	29,114,575			18,034,865	149,834,483	Subtotal	31,108,842			18,264,659	156,197,030
CSTCC	\$468,541	1.1%	\$0	\$0	\$478,328	CSTCC	\$462,299	1.0%	\$0	\$0	\$482,299
CLSCC	383,586	2.4%	0	0	505,694	CLSCC	405,614	2.3%	0	0	559,114
COSCC	343,331	1.6%	0	0	423,767	COSCC	325,440	1.3%	0	0	476,240
DSCC	262,460	2.2%	0	0	334,598	DSCC	245,600	1.8%	0	0	339,980
JSCC	301,431	1.5%	0	0	313,616	JSCC	317,400	1.4%	0	0	339,400
MSCC	295,174	1.8%	0	0	477,772	MSCC	325,210	1.8%	0	0	507,210
RSCC	311,134	1.1%	0	0	418,396	RSCC	381,950	1.2%	0	0	493,870
STCC	596,873	0.9%	0	0	601,734	STCC	521,892	0.7%	0	0	537,992
VSCC	456,638	1.5%	0	0	583,740	VSCC	575,179	1.7%	0	0	701,150
WSCC	499,140	1.7%	0	0	779,936	WSCC	607,500	1.8%	0	0	807,950
Subtotal	3,449,767			-	4,439,253	Subtotal	3,705,785			-	4,762,906
Total	32,564,342			18,034,865	154,273,736	Total	34,814,627			18,264,659	160,959,936

*Athletics at UTK are self supporting.



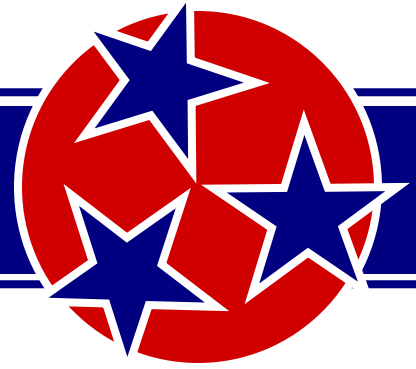
**TENNESSEE EDUCATION LOTTERY
SCHOLARSHIP PROGRAM
ANNUAL REPORT**

Outcomes Through Fall 2006

Prepared by the Tennessee Higher Education Commission

January 9, 2007

COMMISSION OVERVIEW

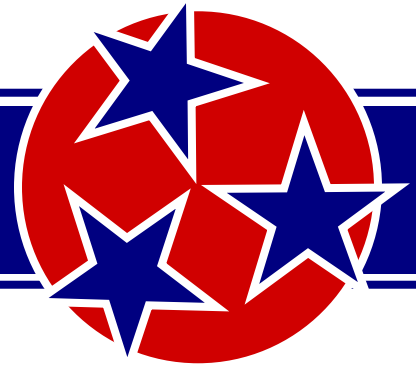


The Tennessee Higher Education Commission (THEC) was created in 1967 by the Tennessee General Assembly (TCA 49-7-202) for the purpose of coordinating and supporting the efforts of postsecondary institutions in the State of Tennessee. One of its statutory requirements is to create a master plan for the development of public higher education in Tennessee.

The mission for Tennessee's twenty-first century system of higher education is to:

- Elevate the overall educational attainment of citizens in the State through increased accessibility to mission-focused institutions, which deliver educational services on campus, as well as through a planned network of off-campus instruction, and
- Prepare citizens responsibly for success in the new century by providing high quality teaching and research in an environment that serves the needs of its consumers.

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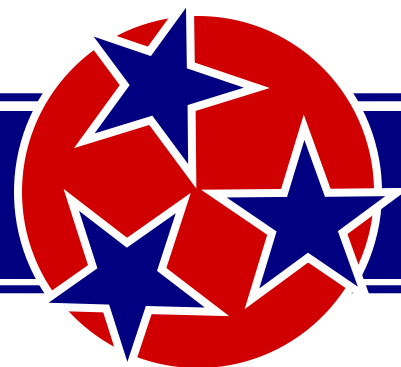
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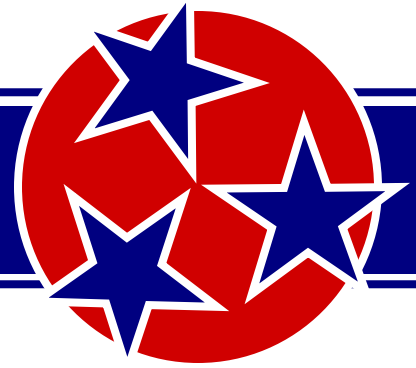
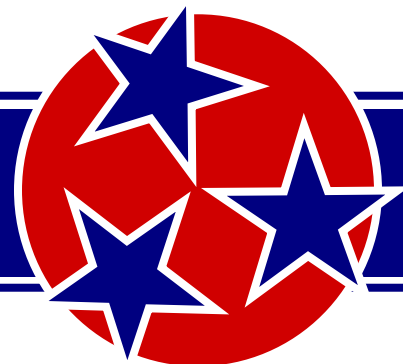


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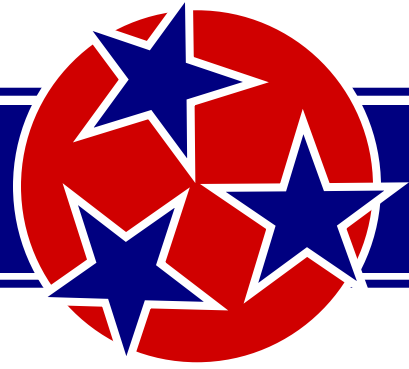
EXECUTIVE SUMMARY



- **The 2005-06 academic year marked the second year of the Tennessee Education Lottery Scholarship (TELS) program.**
 - More than 56,000 students received lottery funded scholarships with total award allocations in excess of \$136,000,000
 - The Dual Enrollment Grant program was added and over 5,400 high school students participated
 - Over 10,000 students utilized the Wilder-Naifeh Technical Skills Grant program
- **Patterns of participation in the TELS program components that require the satisfaction of academic criteria (HOPE, ASPIRE, GAMS, and Access) do not mirror the overall public postsecondary enrollment demographics in Tennessee.**
 - In Fall 2006, African American students represented eight percent of these programs, compared to 19 percent overall within public postsecondary education
 - While female students account for 59 percent of public postsecondary headcount, they made up 61 percent of scholarship recipients in Fall 2006
- **There are racial and gender differences regarding the level of academic preparation for a TELS award.**
 - 59 percent of 2005 TELS first-time freshmen met both ACT and GPA requirements, 26 percent satisfied only the GPA standard, and 15 percent met only the ACT requirement
 - 62 percent of Caucasian awardees met both the GPA and ACT requirements compared to 37 percent of African American participants
 - African American awardees were most likely to meet the GPA requirement only (50 percent) and males were much more likely than females to qualify solely on the basis of ACT (23 to 9 percent)
- **Better academic preparation is associated with higher rates of TELS award retention.**
 - Fall 2005 freshmen who met both the GPA and ACT criteria retained their scholarship at a 66 percent rate
 - Those students within this cohort who qualified solely by GPA retained the award at a 43 percent rate

- Students who qualified by meeting only the ACT standard retained TELS at a 21 percent rate
- **Students from higher income groups retained their TELS award at higher rates.**
 - Students from families earning over \$96,000 retained their TELS award at a 63 percent rate
 - Those students coming from families making less than \$12,000 annually retained at a 42 percent rate
- **It is now possible to determine TELS retention rates for those students returning for their second and third years of college.**
 - For the TELS program as a whole, 48 percent of the entering freshmen from Fall 2004 retained their award in Fall 2005. This figure is consistent with the Fall 2005 entering freshman who retained at an overall rate of 50 percent with ACT standards that were 2 points higher
 - The scholarship retention rate for the Fall 2004 freshmen class was 36 percent by Fall 2006. In other words, 64 percent of this class had lost their award by this point
- **Many students who lose their TELS award remain in school.**
 - In addition to the 48.2 percent of Fall 2004 entering freshmen who kept their scholarship in Fall 2005, 33.4 percent of this cohort remained in school without an award, bringing the overall college retention rate to 81.6 percent
 - Those who returned to college after losing their TELS award tended to come from higher income families. 59 percent of the lowest income students returned compared to 76 percent of students within the highest income families – a difference of 17 percent
 - These gaps based on income persist even after controlling for academic preparation
- **For those students returning to school after their first year, whether they retained or lost their award impacts where they go to college the following year.**
 - Community colleges gained enrollment share among Fall 2004 TELS freshmen who lost award eligibility but stayed in school anyway; public four-year institutions lost enrollment share, particularly in the UT system
 - The expected net shifts in enrollment among sectors were observed among TELS freshmen who maintained award eligibility, as students who began in community colleges began to migrate into the state's public and independent four-year institutions

PROGRAM OVERVIEW AND RECIPIENT DEMOGRAPHICS



STATUTORY CHARGE

This report is prepared pursuant to T.C.A. §49-4-903(b), which directs the Tennessee Higher Education Commission (THEC) to:

“...provide assistance to the general assembly and to the Tennessee Student Assistance Corporation (TSAC) by researching and analyzing data concerning the scholarship and grant programs created under this part, including, but not limited to, student success and scholarship retention. THEC shall report its findings annually to the education committee of the senate and the education committee of the house of representatives before the second Tuesday in January.”

The report is divided into three major sections:

- Program Overview and Recipient Demographics, which describes the program’s objectives, eligibility requirements, and size, and describes award recipients along several demographic dimensions;
- Scholarship Retention, which describes the rates at which freshman cohorts receiving various types of awards retained those awards one year later, focusing particularly on differences in scholarship retention across levels of family income and academic preparation; and
- College Retention, which longitudinally tracks the Fall 2004 entering freshman class into its second and third year of college for continued enrollment with or without the scholarship.

PROGRAM OVERVIEW

The Tennessee Education Lottery Scholarship (TELS) program was designed to meet the unique needs of the state of Tennessee by incorporating the hallmark elements of existing merit-based aid programs in other states. Developed through a process involving elected officials and members of the academic community, the TELS program aims to address the following broad public policy objectives:

- improve academic achievement in high school through scholarship incentive;
- provide financial assistance as a means of promoting access to higher education;
- retain the state’s “best and brightest” students in Tennessee colleges and universities; and
- enhance and promote economic and community development through workforce training.

The TELS program comprises five distinct scholarship awards, each with its own set of eligibility requirements (**Table 1**). The Wilder-Naifeh Technical Skills Grant was designed to address the final goal in the list above and is available to any state resident enrolled in a certificate or diploma program at a Tennessee Technology Center (TTC). All other lottery scholarships and awards require students to achieve a certain high school grade point average (GPA), standardized test score (ACT or SAT), or both.

While initial eligibility criteria differ by award, the renewal criteria remain consistent across all award types: a 2.75 cumulative GPA or better after 24 credit hours attempted and a 3.0 cumulative GPA or better for each subsequent 24 credit hours attempted. The award is available for up to five years or 120 hours of attempted coursework, whichever comes first.

Table 1
Tennessee Education Lottery Scholarship
Initial Eligibility Criteria, 2006-07

	HOPE (base)	General Assembly Merit Scholarship	ASPIRE (HOPE with need supplement)	Access Award	Wilder-Naifeh Technical Skills Grant
Amount (4-yr.)	\$3,800	\$4,800	\$5,300	\$2,650	N / A
Amount (2-yr.)	\$1,900	\$2,900	\$3,400	\$1,700	\$1,500
Minimum High School GPA	3.00	3.75	3.00	2.75	N / A
Minimum ACT Composite	<u>or</u> 21	<u>and</u> 29	<u>or</u> 21	<u>and</u> 18-20	N / A
Family Adjusted Gross Income	N / A	N / A	\$36,000 or less	\$36,000 or less	N / A

While the programs listed above account for the majority of students and funding in the lottery scholarship program, several other legislative initiatives passed since 2004 now serve as components of the overall program. These include the Dual Enrollment Grant, Foster Child Grant, and HOPE Scholarship for Non-Traditional Students (for Tennessee resident entering freshmen who are 25 years or older).

Program Size and Scope

The TELS program has grown steadily since its inception in 2004-05 and will reach maturity in 2007-08. Monetarily, the program grew from expending \$93 million in its initial year to \$134 million in 2005-06. Enhanced by the addition of a Dual Enrollment Grant for high school students, the number of students served grew from 40,000 in the program's inaugural year to 56,000 in 2005-06 (**Table 2**).

Table 2

Scholarship Recipients and Dollars Awarded 2004-05 and 2005-06¹				
	2004-05		2005-06	
	Students	Dollars	Students	Dollars
HOPE (including GAMS & ASPIRE)	31,272	\$86,650,189	40,275	\$126,345,913
Access Award	108	\$152,560	265	\$490,294
Wilder-Naifeh Technical Skills Grant	8,815	\$6,613,273	10,023	\$7,860,163
Foster Child Grant ²	n/a	n/a	30	\$88,245
Dual Enrollment Grant ²	n/a	n/a	5,465	\$2,060,356
Total	40,195	\$93,416,022	56,058	\$136,844,971

1. Source: Tennessee Student Assistance Corporation year-end report of actual students served and dollars awarded.

2. Foster Care and Dual Enrollment grants did not become components of the TELS program until 2005-06.

It is estimated that the program will expend \$172 million in 2006-07 (the current year) and \$211 million in 2007-08, when the program reaches maturity.

Examining the distribution of TELS recipients by postsecondary system (**Table 3**), colleges and universities in the Tennessee Board of Regents (TBR) system enrolled the largest share of scholarship recipients, with 46 percent of the overall total. Just over one-fourth of recipients attended a TBR university, and 20 percent attended a community college. Students attending a University of Tennessee (UT) campus represented almost 22 percent of all scholarship recipients. More than 7,600 recipients, or 14 percent of all awardees, attended member institutions of the Tennessee Independent Colleges and Universities Association (TICUA).

Table 3

Distribution of Scholarship Recipients and Dollars by System, 2005-06				
	Students		Dollars	
	N	%	\$	%
UT System	12,065	21.5%	\$38,165,647	27.9%
TBR 4-Year	14,755	26.3%	\$50,493,573	36.9%
TBR 2-Year	10,961	19.6%	\$14,244,912	10.4%
Independents (TICUA)	7,677	13.7%	\$25,754,596	18.8%
Technology Centers	10,552	18.8%	\$8,039,913	5.9%
Private/Business	48	0.1%	\$146,330	0.1%
Total	56,058	100.0%	\$136,844,971	100.0%

Source: TSAC year-end report.

Because award amounts differ depending on the sector attended, the dollar share exceeds the student share in certain sectors -- UT, TBR universities, and independent institutions. The reverse is true of community colleges and technology centers.

RECIPIENT DEMOGRAPHICS

The TELS program is nearing maturity. It currently contains four classes of Tennessee students and will contain five classes at full capacity. This section will examine lottery scholarship receipt by student gender, race/ethnicity, family income, and postsecondary sector attended. The analysis is limited to the General Assembly Merit Scholarship (GAMS), HOPE, ASPIRE, and Access awards. Currently, THEC does not have access to individual records for students receiving the Wilder-Naifeh Technical Skills Grant.

An analysis of this type enables one to understand how recipient demographics have changed since the program's inception in 2004. Two factors that influence these demographics are the initial composition of an incoming TELS class and the rates at which recipients retain their awards.

Scholarship Recipients by Gender

As **Table 4** indicates, more female students than males receive TELS awards. This is consistent with females' representation within the Tennessee higher education population at large. During this same time period of 2004-2006, female students have comprised 59 percent of total headcount within Tennessee public postsecondary higher education.

Table 4

Scholarship Recipients by Gender (All Award Types)			
	Fall 2004	Fall 2005	Fall 2006
Females, First-Time Freshmen	56%	57%	57%
Males, First-Time Freshmen	44%	43%	43%
Females, Total Recipients	58%	59%	61%
Males, Total Recipients	42%	41%	39%

- The percentage of first-time freshman recipients represented by females increased by one percentage point from 2004 to 2006.
- During this same time period, the percentage of total recipients represented by females rose by three percentage points, indicating that female students are retaining their awards at higher rates than males.
- The only program not to see an increase in female participation is the Access award, for recipients who do not quite meet the HOPE eligibility standards. Within this program, the female share dropped from 63 percent to 62 percent between 2004 and 2006. Access is a one-time award, and students who meet renewal criteria convert to the basic HOPE program.

Scholarship Recipients by Race/Ethnicity

African American students represent a smaller portion of scholarship recipients (8 percent) than they do within the public postsecondary population as a whole (19 percent). This gap has widened, as African American representation among TELS first-time freshmen and total recipients decreased from 2004 to 2006 (**Table 5**).

Table 5

Scholarship Recipients by Race/Ethnicity (All Award Types)			
	Fall 2004	Fall 2005	Fall 2006
African American First-Time Freshmen	12%	10%	11%
Caucasian First-Time Freshmen	83%	84%	83%
Other* First-Time Freshmen	5%	6%	6%
African American Overall	10%	9%	8%
Caucasian Overall	85%	86%	87%
Other* Overall	5%	5%	5%

* "Other" includes Native American, Asian, Hispanic, and multiple race students.

- For each fall term snapshot presented above, the percentage of total recipients represented by African American students is smaller than their first-time freshmen share, indicating that this group is not retaining the scholarship at a rate comparable to other groups.
- The Caucasian percentage of first-time freshman recipients has remained at 83 percent. However, white students' percentage of total recipients has increased by two points, indicating that this group has maintained scholarship eligibility at a higher rate than students in other groups.
- The biggest discrepancy in award share pertains to the GAMS award, where Caucasians make up 95.5 percent of enrollment, compared to 3.8 percent for "other" and 0.8 percent for African American participants.
- The smallest gaps regarding racial participation are within the ASPIRE and Access programs, which are both income-contingent. African American students comprise 17 percent of the ASPIRE population, close to their share of Tennessee public postsecondary enrollment, which is 19 percent.

Scholarship Recipients by Postsecondary Sector

As the lottery program matures, there is a noticeable shift in participation toward the four-year college sector – particularly public universities. This change is not surprising since two-year schools have shorter degree programs than four-year schools and they are often a starting point where students take core course requirements prior to transfer. Additionally, as discussed later, students in four-year institutions tend to have higher scholarship retention rates than students at community colleges.

- While the public four-year sector's share of freshman TELS recipients remained steady from Fall 2004 to Fall 2006 (at 63 percent), this sector gained five percentage points in its share of total recipients, from 62 to 67 percent (**Table 6**).
- Over this same period the public two-year sector's share of all TELS recipients decreased from 21 to 15 percent.
- The independent sector's share of scholarship recipients remained relatively steady, gaining one percentage point among freshmen and all recipients.

Table 6

Scholarship Recipients by Postsecondary Sector (All Award Types)			
	Fall 2004	Fall 2005	Fall 2006
% of TELS first-time freshmen enrolling in:			
Public 4-year institutions	63%	61%	63%
Public community colleges	22%	24%	21%
Independent institutions (TICUA)	15%	15%	16%
% of TELS total recipients enrolling in:			
Public 4-year institutions	62%	63%	67%
Public community colleges	21%	20%	15%
Independent institutions (TICUA)	17%	17%	18%

Scholarship Recipients by Family Income

The requirement that scholarship applicants complete a Free Application for Federal Student Aid (FAFSA) allows analysis of lottery recipients by family income. A unique element of Tennessee's merit program is that recipients from families with adjusted gross income (AGI) of \$36,000 or less qualify for a need-based supplement. Students from families that meet this income criterion accounted for 24 percent of all TELS recipients in Fall 2006 (**Table 7**). Such students represent 38 percent of all ACT test-takers in Tennessee, and families in this income range are 48 percent of the state's population as a whole.

- The share of freshman TELS recipients from families with annual income higher than \$96,000 has increased by three percentage points; however this group's share of the overall total has increased by five points, indicating higher scholarship retention rates by this group.
- The overall share of award recipients has risen for students from the highest income bracket (23 to 28 percent). Not only have students in the highest income bracket increased as a percentage of freshman TELS recipients, but they also tend to retain their scholarships at a higher rate.

Table 7

Scholarship Recipients by Family Income (All Award Types)								
		First-Time Freshmen			All Recipients			
		Fall 2004	Fall 2005	Fall 2006	Fall 2004	Fall 2005	Fall 2006	
ASPIRE & Access	\$12,000 or less	6%	9%	9%	6%	7%	8%	
	\$12,001 - \$24,000	10%	9%	9%	9%	8%	7%	
	\$24,001 - \$36,000	11%	10%	11%	10%	10%	9%	
	\$36,001 - \$48,000	11%	10%	9%	11%	10%	9%	
	\$48,001 - \$60,000	11%	10%	10%	11%	11%	10%	
	\$60,001 - \$72,000	11%	10%	10%	11%	10%	10%	
	\$72,001 - \$84,000	10%	10%	10%	10%	10%	10%	
	\$84,001 - \$96,000	8%	8%	8%	8%	9%	9%	
	\$96,001 and above	22%	24%	25%	23%	25%	28%	

Students from families with adjusted gross income of \$36,000 or less qualify for a need-based supplement under the ASPIRE and Access awards.

- Students from families with AGI between \$36,001 and \$96,000 experienced the largest loss in share, decreasing from 51 percent of all TELS recipients in Fall 2004 to 48 percent in Fall 2006.

Scholarship Recipients by Academic Preparation

The Fall 2005 first-time freshman class of TELS recipients is useful for analysis because these students began the program under current scholarship standards. **Table 8** shows the various ways in which this class qualified for awards: meeting the high school GPA standard, meeting the ACT standard, or both. Results are shown for each award type and are broken down by gender and race/ethnicity. **Appendix A** further disaggregates these results by the postsecondary sector attended.

Student Preparation in Overall TELS Program. Looking across all TELS award types, 59 percent of Fall 2005 first-time freshman recipients met both criteria for initial eligibility: the high school GPA *and* the ACT score.¹ Another 26 percent qualified based on high school GPA only, and 15 percent qualified only on the basis of their ACT score.²

- While Caucasian students were more likely to meet both criteria than were African American students (62 percent compared to 37 percent), African Americans were much more likely to qualify on the basis of high school GPA only (50 percent to 23 percent). Caucasians and African Americans were equally likely to have qualified by meeting only the ACT standard.
- Among students who qualified by meeting only one standard as opposed to both, females were more likely to qualify on the basis of high school GPA

¹ Put another way, if both criteria had been required, 41 percent of these recipients would have been ineligible.

² All General Assembly Merit Scholarship recipients satisfied both standards, commensurate with award criteria.

standard, while males were more likely to qualify on the basis of an ACT composite score.

- Examining scholarship qualification methods by race and gender, Caucasian females were the group most likely to meet both standards; African American females were the group most likely to qualify on the basis of high school GPA only; and African American males were the group most likely to qualify based on the ACT standard only.

Student Preparation for HOPE. Within the basic HOPE award, the percentage of Fall 2005 first-time freshmen meeting both initial eligibility criteria was the same as for the scholarship program overall – 59 percent. Another 24 percent qualified based on high school GPA only, and 17 percent qualified only on the basis of their ACT score.

- The percentage of Caucasian recipients who met both criteria exceeded the percentage of African American recipients meeting both criteria by 19 points (61 percent compared to 42 percent). Alternatively, 43 percent of African American recipients qualified by meeting the high school GPA requirement only, compared to 23 percent of Caucasians.

Student Preparation for ASPIRE. Within the need-based ASPIRE award, 50 percent of Fall 2005 first-time freshmen met both initial eligibility criteria. Another 36 percent qualified based on high school GPA only, and 17 percent qualified only on the basis of their ACT score.

- The percentage of Caucasian recipients who met both criteria exceeded the percentage of African American recipients meeting both criteria by 24 points (54 percent compared to 30 percent). Alternatively, African American recipients were nearly twice as likely as Caucasians to have qualified by meeting the high school GPA requirement only (58 percent to 30 percent).

Table 8
Academic Preparation:
Qualification Standards Met by Fall 2005 First-Time Freshman TELS Recipients

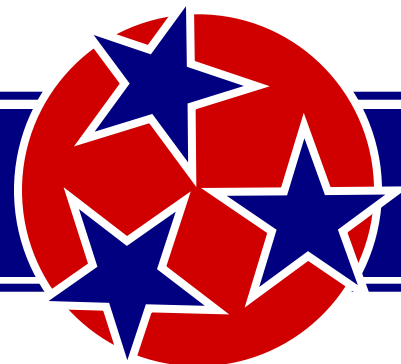
Met Both High School GPA and ACT Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	59%	59%	100%	50%
Females	60%	62%	100%	50%
Males	57%	56%	100%	50%
African American	37%	42%	100%	30%
Caucasian	62%	61%	100%	54%
African American Females	38%	46%	100%	31%
African American Males	33%	35%	100%	30%
Caucasian Females	64%	63%	100%	55%
Caucasian Males	60%	58%	100%	53%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	26%	24%	N/A	36%
Females	31%	28%	N/A	41%
Males	19%	19%	N/A	27%
African American	50%	43%	N/A	58%
Caucasian	23%	23%	N/A	30%
African American Females	54%	47%	N/A	61%
African American Males	40%	34%	N/A	48%
Caucasian Females	27%	27%	N/A	35%
Caucasian Males	17%	18%	N/A	23%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	15%	17%	N/A	15%
Females	9%	10%	N/A	9%
Males	23%	25%	N/A	23%
African American	14%	15%	N/A	12%
Caucasian	15%	16%	N/A	15%
African American Females	8%	7%	N/A	8%
African American Males	27%	31%	N/A	22%
Caucasian Females	9%	10%	N/A	9%
Caucasian Males	23%	24%	N/A	25%

* A 3.0 high school GPA and 21 ACT score are required to qualify for the GAMS.

SCHOLARSHIP RETENTION



This section of the report presents lottery scholarship retention rates by award type and postsecondary sector. This analysis is followed by a closer examination of how scholarship retention varies by family income and the level of academic preparation in high school.

When reading the ensuing narrative, it is important to keep in mind the following distinction: for scholarship recipients who entered the program in Fall 2004, the program's inaugural year, the ACT composite score requirement was 19. By Fall 2005 the ACT standard was raised to 21, which is the current requirement.

While initial eligibility criteria differ from award to award, renewal criteria are consistent across all award types: a 2.75 cumulative GPA after 24 credit hours attempted and 3.0 cumulative GPA for each subsequent 24 credit hours, for up to five academic years.

Scholarship Retention by Award Type and Sector

Table 9 shows freshman to sophomore retention rates for two cohorts of scholarship recipients: students who entered as first-time freshmen in Fall 2004 and in Fall 2005. Retention rates vary widely by award type but have remained relatively stable for the larger programs. Given that the Fall 2005 freshmen entered under current eligibility criteria, the ensuing narrative focuses on these students' lottery scholarship retention rates as of Fall 2006.

General Assembly Merit Scholarship Retention Rates

The initial eligibility requirements for the GAMS award are the most rigorous of all TELS award types. Within the GAMS award:

- Fall 2005 freshmen retained awards the following fall at a rate of 87 percent, down three percentage points from the cohort prior.
- By sector, the rates were 89 percent for public universities, 86 percent for independent institutions affiliated with TICUA, and 53 percent for community colleges.

HOPE Scholarship Retention Rates

- Within the basic HOPE award, Fall 2005 freshmen retained awards the following fall at a rate of 50 percent, the same rate as for the cohort prior.

- By sector, the rates were 63 percent for independent institutions, 53 percent for public universities, and 36 percent for community colleges.

ASPIRE Scholarship Retention Rates

HOPE and ASPIRE carry the same initial eligibility requirements except that the family income of ASPIRE recipients must be below \$36,000 annually. Within this need-conscious award:

- Fall 2005 freshmen retained awards the following fall at a rate of 44 percent, up four points from the cohort prior.
- By sector, the rates were 56 percent for independent institutions, 46 percent for public universities, and 35 percent for community colleges.

Table 9
Scholarship Retention Rates by Award Type and Initial Postsecondary Sector

Fall 2004 First-Time Freshmen Who Retained Award Fall 2005					
	HOPE N = 13,635	GAMS N = 1,069	ASPIRE N = 5,803	ACCESS N = 111	Grand Total N = 20,618
Public 4-Yr	51%	89%	41%	30%*	51%
Public 2-Yr	41%	77%*	36%	20%*	39%
Independent	58%	91%	45%	0%*	58%
Grand Total	50%	90%	40%	23%	49%
Fall 2005 First-Time Freshmen Who Retained Award in Fall 2006					
	HOPE N = 14,778	GAMS N = 1,250	ASPIRE N = 5,437	ACCESS N = 350	Grand Total N = 21,815
Public 4-Yr	53%	89%	46%	20%	53%
Public 2-Yr	36%	53%*	35%	11%	35%
Independent	63%	86%	56%	24%*	64%
Grand Total	50%	87%	44%	17%	50%

"N" indicates the size of the entering freshman cohort for each award type.

* Indicates original cohort size for a given postsecondary sector was less than 100.

Access Award Retention Rates

The Access program provides a reduced award to needy students who did not quite meet the academic criteria in high school for ASPIRE. Though this is a one-time award, recipients who satisfy the requirements for postsecondary performance receive ASPIRE going forward. Within the Access program:

- Fall 2005 freshmen retained awards the following fall at a rate of 17 percent, down six points from the cohort prior.

- By sector, the rates were 24 percent for independent institutions, 20 percent for public universities, and 11 percent for community colleges.

Family Income and Scholarship Retention

As noted earlier, students are required to complete the FAFSA in order to qualify for a TELS award. Necessary for determining eligibility for need-contingent awards within the program, the requirement provides the added benefit of making family income data available for analysis on the relationship between family income and performance outcomes. In short, as family income rises, so does the likelihood of maintaining eligibility for a TELS award. This relationship proceeds in fairly linear fashion when looking across all award types. Within the General Assembly Merit Scholarship, retention rates are fairly consistent across all levels of family income, presumably because the academic requirements for initial eligibility for the GAMS award are sufficiently high to override the differential benefits of family income. Often, family income is a proxy for parental educational attainment, which may in turn affect students' aspirations and the educational resources to which students are exposed in the home.

- Looking across all award types, there was a difference of 21 percentage points in award retention rates between the highest and lowest income group. Students from families earning over \$96,000 retained their awards at a 63 percent rate, compared to 42 percent for students from families earning \$12,000 and below (**Table 10**).

Table 10
Scholarship Retention Rates by Award Type and Family Income

Fall 2005 First-Time Freshmen Who Retained Award Fall 2006					
	HOPE	GAMS	ASPIRE	Access	Grand Total
\$12,000 and below	Students who would qualify for these awards but have family income of \$36,000 or less receive ASPIRE.		43%	19%	42%
\$12,001 - \$24,000			46%	16%	44%
\$24,001 - \$36,000			50%	26%	49%
\$36,001 - \$48,000	51%	86%	By definition, participation in these programs requires family income of \$36,000 or less.		53%
\$48,001 - \$60,000	52%	89%			55%
\$60,001 - \$72,000	54%	87%			57%
\$72,001 - \$84,000	57%	85%			59%
\$84,001 - \$96,000	58%	93%			61%
over \$96,000	59%	91%			63%
Grand Total	56%	88%	47%	20%	55%

High School Preparation and Scholarship Retention

High school preparation and performance are important predictors of college academic success. In short, students who perform better academically in high school tend to perform better at the postsecondary level. Grade point averages and ACT scores are widely accepted measures of secondary achievement. The TELS program acknowledges the importance of each of these academic indicators by requiring that students meet either the high school grade point average *or* ACT requirement to gain eligibility for most program awards. The fact that Tennessee requires students to meet one standard rather than both makes its merit scholarship more accessible than programs in many other states.

As mentioned previously, TELS students who enrolled as first-time freshmen in Fall 2005 did so under current standards for initial eligibility. In this section, scholarship retention rates for these students are presented based on the manner in which recipients qualified for the award.

Table 11 shows the percentage of Fall 2005 first-time freshmen who retained their scholarship in Fall 2006. The table allows comparison of the retention rates associated with the manner in which students qualified for an award: meeting the high school GPA standard, meeting the ACT standard, or both. Results are shown for each award type and are broken down by gender and race/ethnicity. **Appendix B** further disaggregates these results by the postsecondary sector attended.

Overall TELS Retention Rates

- Looking across all TELS award types, scholarship retention rates were highest for students who qualified on the basis of both academic criteria. Meeting the high school GPA standard was the next most advantageous way of qualifying for an award. Scholarship retention rates were lowest for students who met only the ACT standard.
- For Fall 2005 first-time freshmen who met both academic criteria for initial eligibility, the Fall 2006 scholarship retention rate for the TELS program overall was 66 percent: 88 percent for the General Assembly Merit Scholarship, 65 percent for basic HOPE, and 60 percent for the need-based ASPIRE.
- Scholarship retention rates were generally higher for females than for males. Looking at scholarship retention by race and gender, Caucasian females had the highest retention rates of any group.
- Scholarship retention rates were generally higher for Caucasian students than for African Americans, with one exception. Among students who qualified solely on the basis of ACT score, African Americans retained the scholarship at a higher rate.

HOPE Scholarship Retention Rates

- Within the basic HOPE award, the scholarship retention rate was 65 percent for students who qualified by meeting both academic criteria, 43 percent for students who qualified solely on the basis of high school GPA, and 23 percent for students who qualified by ACT score alone.
- Retention rates ranged from a high of 68 percent for Caucasian females who met both the high school GPA and ACT standards to a low of 21 percent for Caucasian males who qualified on the basis of ACT score alone.

ASPIRE Scholarship Retention Rates

- Within the need-conscious ASPIRE award, the scholarship retention rate was 60 percent for students who qualified by meeting both academic criteria, 39 percent for students who qualified solely on the basis of high school GPA, and 21 percent for students who qualified by ACT score alone.
- Retention rates ranged from a high of 64 percent for Caucasian females who met both the high school GPA and ACT standards to lows of 20-25 percent for students who qualified on the basis of ACT score alone.

Table 11
Scholarship Retention Rates of
Fall 2005 TELS First-Time Freshmen by Qualifications Met

Met Both High School GPA and ACT Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	66%	65%	88%	60%
Females	69%	68%	90%	63%
Males	62%	60%	87%	55%
African American	58%	59%	N/A**	56%
Caucasian	67%	65%	89%	60%
African American Females	60%	63%	N/A**	57%
African American Males	52%	50%	N/A**	53%
Caucasian Females	69%	68%	90%	64%
Caucasian Males	63%	61%	88%	55%

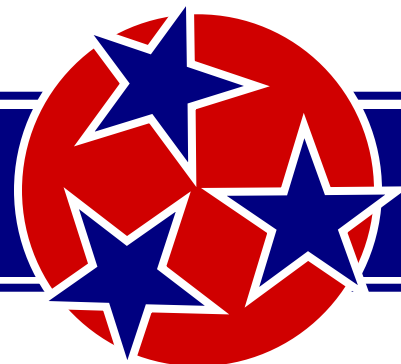
Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	42%	43%	N/A	39%
Females	44%	45%	N/A	41%
Males	38%	39%	N/A	34%
African American	37%	39%	N/A	36%
Caucasian	43%	45%	N/A	40%
African American Females	40%	42%	N/A	39%
African American Males	28%	30%	N/A	26%
Caucasian Females	45%	47%	N/A	42%
Caucasian Males	39%	41%	N/A	35%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	23%	23%	N/A	21%
Females	26%	28%	N/A	20%
Males	21%	21%	N/A	22%
African American	24%	26%	N/A	22%
Caucasian	23%	23%	N/A	21%
African American Females	26%	28%	N/A	25%
African American Males	23%	25%	N/A	20%
Caucasian Females	26%	28%	N/A	20%
Caucasian Males	21%	21%	N/A	22%

* A 3.0 high school GPA and 21 ACT score are required to qualify for the GAMS.

** Number of awardees was below 10.

COLLEGE RETENTION



The previous section described rates at which students retain lottery scholarship awards. This section describes what becomes of students who lose their scholarship. The chapter is divided into three parts.

- Scholarship retention and college retention for Fall 2004 entering freshmen. Longitudinal tracking of TELS freshmen who entered college in Fall 2004 reveals:
 - The number of students from the original TELS freshman cohort who retained their scholarships into their second and third year of college -- Fall 2005 and Fall 2006, respectively.
 - The number from the original cohort who continued in college in spite of losing their award.

This results in a comprehensive picture of the scholarship retention and college retention rates for these students in what would normally be considered their sophomore and junior years of college.

- Postsecondary sector enrollment shifts among students who persist. For those students who stayed in school, a comparison of students who returned with and without the scholarship reveals enrollment shifts by postsecondary sector. Are students who remain in college after losing a scholarship tending to do so by down-shifting to less expensive institutions?
- Scholarship retainers and forfeiters who stay in school. Freshmen who retained their scholarship as sophomores are compared to those who lost their scholarship but returned to school anyway, revealing differences in family income and high school academic preparation between the two groups.

Scholarship Retention and College Retention for Fall 2004 Entering Freshmen

For the ensuing analysis, the TELS entering freshman class of Fall 2004 was longitudinally tracked into the Fall semester of 2006, with a focus on two issues: (1) the cumulative scholarship retention two years after college matriculation and (2) continued enrollment by students who lost a scholarship. **Table 12** contains the results. Due to data limitations on non-TELS students in the independent sector, TICUA institutions are excluded from this analysis.

Scholarship Retention Rates. The rates at which Fall 2004 entering freshmen retained their TELS awards in Fall 2005 and 2006 are as follows:

- For the TELS program as a whole, 48 percent of the entering freshmen from Fall 2004 retained their award in Fall 2005. The scholarship retention rate for this class was 36 percent by Fall 2006. Given what is known about the scholarship retention patterns of the inaugural class of TELS recipients who entered the program as sophomores and are now in their senior year of college, it is anticipated that about 30 percent of Fall 2004 freshmen will retain their scholarship by Fall 2007.
- For GAMS, which carries the most stringent criteria for initial eligibility, the scholarship retention rate was 89 percent in Fall 2005 and 84 percent by Fall 2006.
- For basic HOPE, the scholarship received by most students within the program, the scholarship retention rate was 49 percent in Fall 2005 and 35 percent by Fall 2006.
- For the need-contingent ASPIRE, the second largest award within the program, the scholarship retention rate was 40 percent in Fall 2005 and 37 percent by Fall 2006.
- Access is a one-year award, and students who meet renewal criteria go forward in the program as recipients of the need-based ASPIRE award. Of Access starters, 25 percent retained in Fall 2005; nine percent by Fall 2006.

Table 12
Fall 2004 TELS First-Time Freshmen:
Continued Enrollment in Subsequent Fall Terms, by Original Award Type

	Fall 2004 First-Time Freshmen	Returned Fall 2005				Returned Fall 2006		
		With TELS	without TELS	Overall		with TELS	without TELS	Overall
HOPE	11,675	49.4%	34.7%	84.1%		36.4%	39.8%	76.2%
GAMS	721	89.0%	7.4%	96.4%		83.8%	10.3%	94.1%
ASPIRE	5,012	40.0%	34.1%	74.1%		26.0%	36.9%	62.9%
Access	101	24.8%	38.6%	63.4%		9.0%	38.0%	47.0%
Total	17,509	48.2%	33.4%	81.6%		35.2%	37.8%	73.0%

Note: Due to data limitations on non-TELS students in independent institutions, these results are for Tennessee public institutions only.

College Retention Rates. The following observations can be made about Fall 2004 entering freshmen who lost their lottery scholarships but remained in school in Fall 2005:

- Overall: In addition to the 48.2 percent of Fall 2004 entering freshmen who kept their scholarship in Fall 2005, an additional 33.4 percent who lost their award stayed in school, bringing the overall college retention rate to 81.6 percent.
- GAMS: In addition to the 89 percent of students who kept their scholarship, an additional 7.4 percent who lost the award stayed in school, bringing the overall

college retention rate to 96.4 percent. From the Demographics section of this report, it is apparent that GAMS recipients have the highest family income profile of all award types, and in light of their academic profile likely have other resources supporting college attendance.

- HOPE. In addition to the 49.4 percent of students who kept their scholarship, an additional 34.7 percent who lost the scholarship stayed in school, bringing the overall college retention rate to 84.1 percent.
- ASPIRE: In addition to the 40 percent of students who kept their scholarship, an additional 34.1 percent who lost the scholarship stayed in school, bringing the overall college retention rate to 74.1 percent.
- Access: In addition to the 24.8 percent of students who kept their scholarship, an additional 38.6 percent who lost the award stayed in school, bringing the overall college retention rate to 63.4 percent.

Summary observations about college retention rates (Table 12):

- Nearly all GAMS recipients are staying in school. The actual college retention rate for these students is likely even higher than the 94 percent reported for Fall 2006, but once students leave the scholarship program, THEC currently has no way of knowing if the student continued in a TICUA institution or some other college outside Tennessee's public higher education system.
- For students who entered college on an award other than GAMS, the percentages of students who lost the scholarship but remained enrolled anyway in Fall 2005 are remarkably similar, ranging from 34 to 39 percent. This indicates that the differences in college retention are coming primarily from students who lost their scholarship and dropped out (or stopped out) of school. Therefore, in the following section, students who lost their scholarship but stayed in school are compared to those who lost and left, to uncover differences in initial postsecondary sector attended, family income, and academic preparation.
- While there is virtually no drop-off in the college retention rate between Fall 2005 and Fall 2006 for GAMS students, there was attrition in that time period among students who began with all other types of awards, ranging from a decrease of eight percentage points for HOPE starters to 16 points for Access starters, suggesting that continuous enrollment becomes increasingly difficult for students who began their college careers in the need-contingent programs.

Postsecondary Sector Enrollment Shifts Among Students Who Persist

The foregoing narrative has described not only the rates at which students retain their scholarship, but the rates at which they remain in college if they lose their scholarship. Table 12 indicates that the majority of students who lose an award remain in college, but where do they go? How do their sector choices compare to those of students who retained their scholarship? To answer these questions, an examination was undertaken of changes

in the sector of enrollment for Fall 2004 first-time freshmen who either lost or retained the scholarship one year later (Fall 2005). **Table 13** contains the results. Once again, due to data limitations on non-TELS students in the independent sector dictated restricting this analysis to students who began at a public institution.

Among TELS freshmen in Tennessee's public postsecondary system who lost their award after one year but returned to school anyway, the following shifts in enrollment share were observed:

- UT campuses lost the largest enrollment share among students who lost scholarship eligibility after one year, while TBR two-year institutions gained the largest share.
- This pattern is more pronounced for basic HOPE than it is for the need-conscious ASPIRE award.
- These results suggest that among students who lose their scholarship, there is a net shift in enrollment from the four-year to the two-year sector, likely due to a combination of financial and academic reasons.

Table 13

Postsecondary Sector Enrollment Shifts: Fall 2004 TELS First-Time Freshmen who Began at a Public Institution, Lost Scholarship, but Remained Enrolled Fall 2005					
Fall 2004	HOPE	GAMS	ASPIRE	Access	Grand Total
TBR 4-year	44%	36%	46%	32%	44%
TBR 2-year	23%	2%	28%	51%	24%
UT	34%	62%	26%	17%	32%
Grand Total	100%	100%	100%	100%	100%
Fall 2005	HOPE	GAMS	ASPIRE	Access	Grand Total
TBR 4-year	40%	36%	43%	32%	41%
TBR 2-year	31%	4%	34%	54%	32%
UT	28%	60%	23%	15%	27%
Grand Total	100%	100%	100%	100%	100%

Note: Due to data limitations on non-TELS students in independent institutions, results are for Tennessee public institutions only.

In contrast, the enrollment patterns for students who retained their award are as expected, as students begin to transfer out of the community colleges into the public and independent four-year sectors (**Table 14**). Among TELS public institution freshmen who retained their award after one year, the enrollment shifts by sector were as follows:

- TBR 4-year institutions gained the largest enrollment share among students who maintained scholarship eligibility after their first college year.

- Community colleges lost the largest enrollment share among award retainers. This is unsurprising since many students begin in the two-year sector with the intention of moving on to a four-year school.

Table 14

Postsecondary Sector Enrollment Shifts: Fall 2004 TELS First-Time Freshmen who Began at a Public Institution, Retained Scholarship, and Remained Enrolled Fall 2005					
Fall 2004	HOPE	GAMS	ASPIRE	Access	Grand Total
TBR 4-year	45%	38%	46%	44%	45%
TBR 2-year	21%	2%	30%	40%	21%
UT	34%	59%	25%	16%	34%
Grand Total	100%	100%	100%	100%	100%
Fall 2005	HOPE	GAMS	ASPIRE	Access	Grand Total
TBR 4-year	48%	39%	48%	48%	47%
TBR 2-year	16%	2%	26%	40%	17%
UT	34%	59%	25%	12%	34%
Independents	1%	1%	1%	0%	1%
Grand Total	100%	100%	100%	100%	100%

Scholarship Retainers and Forfeitors Who Stay in School

Not shown in earlier tables is the fact that students who remained in school after losing their TELS award tended to come from higher income families. Upon examining Fall 2005 TELS first-time freshmen who lost their scholarship, it was found that over three-fourths of such students from the highest family income group returned to school anyway. Among such students from the lowest income families, the returning-to-college rate was 59 percent, a difference of 17 percentage points (**Table 15**).

Table 15

Fall 2005 TELS First-Time Freshmen Who Lost Scholarship But Remained Enrolled Fall 2006, by Family Income					
	HOPE N = 5,131	GAMS N = 84	ASPIRE N = 2,367	Access N = 206	Grand Total N = 7,788
\$12,000 and below	Students who would qualify for these awards but have family income of \$36,000 or less receive ASPIRE.		60%	58%	59%
\$12,001 - \$24,000			60%	64%	60%
\$24,001 - \$36,000			60%	56%	60%
\$36,001 - \$48,000			By definition, participation in these programs requires family income of \$36,000 or less.		63%
\$48,001 - \$60,000	63%	45%			62%
\$60,001 - \$72,000	65%	83%			66%
\$72,001 - \$84,000	70%	50%			70%
\$84,001 - \$96,000	71%	71%			71%
over \$96,000	77%	63%			76%
Grand Total	69%	65%	60%	59%	66%

However, family income is not the only factor that affects a student's decision to remain in school after losing a lottery scholarship. A student's ability to do college-level work, as reflected in high school academic performance, also plays a role (**Table 16**).

- Among scholarship forfeiters, students in the top high school GPA quintile (3.81 and up) were nine percent more likely to return to school than were students from the bottom GPA quintile (74 percent to 65 percent).
- However, even after controlling for academic preparation (reflected in high school GPAs and ACT scores), family income does appear to make a difference in scholarship forfeiters' decisions on whether or not to remain continuously enrolled. Across all levels of high school GPA, there was a difference of 15 to 20 percentage points between students in the top and bottom income quartiles in terms of continued enrollment after losing the scholarship.
 - Within the low GPA group, 76 percent of the highest-income students remained enrolled without the scholarship, compared to 60 percent of the lowest-income students.
 - Within the middle GPA group, 81 percent of the highest-income students remained enrolled without the scholarship, compared to 65 percent of the lowest-income students.
 - Within the top GPA group, 83 percent of the highest-income students remained enrolled without the scholarship, compared to 68 percent of the lowest-income students.

Table 16
Fall 2005 TELS First-Time Freshmen Who Lost Scholarship But Remained Enrolled
Fall 2006, by Family Income, High School GPA, and ACT Score

Across all levels of family income

	3.0 or below	3.01-3.23	3.24-3.50	3.51-3.80	3.81 and up	Grand Total
20 or below	63%	68%	66%	71%	73%	67%
21	65%	74%	71%	67%	82%	68%
22-23	67%	75%	72%	74%	77%	71%
24-26	67%	70%	75%	78%	72%	72%
above 26	61%	73%	73%	82%	72%	72%
Grand Total	65%	71%	70%	74%	74%	69%

Bottom family income quartile (\$31,859 and below)

	3.0 or below	3.01-3.23	3.24-3.50	3.51-3.80	3.81 and up	Grand Total
20 or below	65%	65%	67%	65%	73%	66%
21	53%	66%	67%	56%	*85%	59%
22-23	59%	74%	65%	76%	65%	66%
24-26	56%	49%	63%	64%	67%	59%
above 26	57%	*67%	*37%	87%	61%	62%
Grand Total	60%	65%	65%	67%	68%	64%

Second family income quartile (\$31,860 - \$60,640)

	3.0 or below	3.01-3.23	3.24-3.50	3.51-3.80	3.81 and up	Grand Total
20 or below	40%	67%	60%	62%	63%	61%
21	65%	73%	64%	70%	*64%	68%
22-23	62%	70%	66%	64%	79%	66%
24-26	59%	78%	74%	76%	68%	69%
above 26	*50%	*60%	82%	68%	64%	66%
Grand Total	59%	69%	65%	67%	68%	65%

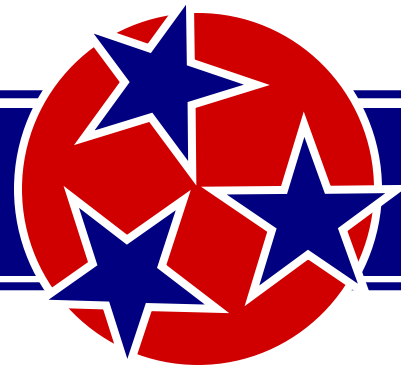
Third family income quartile (\$60,641 - \$92,536)

	3.0 or below	3.01-3.23	3.24-3.50	3.51-3.80	3.81 and up	Grand Total
20 or below	66%	69%	69%	75%	*80%	70%
21	68%	74%	77%	68%	*100%	71%
22-23	70%	71%	75%	73%	88%	73%
24-26	70%	74%	75%	85%	76%	76%
above 26	55%	*79%	80%	83%	75%	74%
Grand Total	68%	72%	73%	77%	81%	73%

Top family income quartile (\$92,537 and above)

	3.0 or below	3.01-3.23	3.24-3.50	3.51-3.80	3.81 and up	Grand Total
20 or below	78%	79%	74%	96%	*90%	81%
21	76%	84%	79%	80%	*83%	78%
22-23	74%	82%	80%	82%	*81%	78%
24-26	81%	77%	88%	88%	78%	83%
above 26	75%	79%	82%	90%	88%	83%
Grand Total	76%	80%	81%	88%	83%	80%

* denotes "N" for the cell is less than 20



**High School Preparation Levels of Fall 2005 First-Time
Freshman TELS Recipients, by Initial Postsecondary
Sector**

Appendix A
High School Preparation of Fall 2005 First-Time Freshman TELS Recipients:
Public University Sector

Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	64%	64%	100%	55%
Females	66%	67%	100%	55%
Males	63%	61%	100%	56%
African American	38%	43%	100%	31%
Caucasian	69%	67%	100%	64%
African American Females	39%	47%	100%	32%
African American Males	34%	35%	100%	30%
Caucasian Females	71%	70%	100%	66%
Caucasian Males	66%	63%	100%	61%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	20%	19%	N/A	31%
Females	25%	22%	N/A	36%
Males	15%	14%	N/A	22%
African American	50%	42%	N/A	58%
Caucasian	16%	16%	N/A	20%
African American Females	54%	46%	N/A	61%
African American Males	40%	33%	N/A	49%
Caucasian Females	19%	19%	N/A	24%
Caucasian Males	12%	12%	N/A	15%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	15%	17%	N/A	14%
Females	9%	10%	N/A	9%
Males	23%	25%	N/A	22%
African American	13%	15%	N/A	11%
Caucasian	16%	17%	N/A	15%
African American Females	7%	6%	N/A	8%
African American Males	27%	32%	N/A	21%
Caucasian Females	10%	11%	N/A	9%
Caucasian Males	22%	25%	100%	23%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT

Appendix A
High School Preparation of Fall 2005 First-Time Freshman TELS Recipients:
Community College Sector

Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	37%	38%	100%	34%
Females	38%	40%	100%	33%
Males	36%	36%	100%	35%
African American	15%	13%	100%	16%
Caucasian	38%	39%	100%	36%
African American Females	15%	16%	100%	15%
African American Males	14%	9%	100%	22%
Caucasian Females	39%	41%	100%	35%
Caucasian Males	37%	37%	100%	36%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	44%	42%	N/A	49%
Females	51%	49%	N/A	56%
Males	34%	34%	N/A	37%
African American	65%	60%	N/A	69%
Caucasian	43%	42%	N/A	47%
African American Females	68%	64%	N/A	72%
African American Males	54%	53%	N/A	56%
Caucasian Females	50%	48%	N/A	54%
Caucasian Males	33%	33%	N/A	35%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	19%	19%	N/A	17%
Females	11%	12%	N/A	11%
Males	29%	30%	N/A	28%
African American	21%	27%	N/A	15%
Caucasian	18%	19%	N/A	17%
African American Females	17%	21%	N/A	14%
African American Males	32%	38%	N/A	22%
Caucasian Females	11%	11%	N/A	10%
Caucasian Males	29%	30%	N/A	29%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT

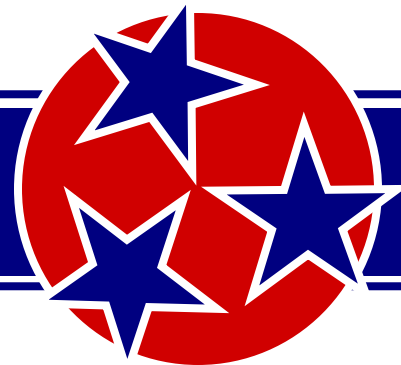
Appendix A
High School Preparation of Fall 2005 First-Time Freshman TELS Recipients:
Independent College and University Sector

Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	74%	73%	100%	61%
Females	77%	76%	100%	66%
Males	70%	70%	100%	54%
African American	50%	60%	100%	39%
Caucasian	76%	75%	100%	65%
African American Females	52%	62%	100%	43%
African American Males	45%	57%	100%	32%
Caucasian Females	79%	77%	100%	71%
Caucasian Males	72%	71%	100%	56%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	18%	17%	N/A	27%
Females	19%	19%	N/A	28%
Males	16%	15%	N/A	26%
African American	37%	31%	N/A	44%
Caucasian	16%	16%	N/A	25%
African American Females	41%	33%	N/A	49%
African American Males	31%	27%	N/A	35%
Caucasian Females	17%	18%	N/A	24%
Caucasian Males	15%	15%	N/A	25%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	9%	11%	N/A	9%
Females	5%	5%	N/A	6%
Males	15%	15%	N/A	20%
African American	13%	9%	N/A	16%
Caucasian	8%	9%	N/A	10%
African American Females	7%	5%	N/A	8%
African American Males	25%	17%	N/A	32%
Caucasian Females	4%	5%	N/A	5%
Caucasian Males	14%	14%	N/A	18%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT



**Fall 2006 Scholarship Retention by High School
Preparation Level of Fall 2005 TELS Freshmen, by
Initial Postsecondary Sector**

Appendix B
Fall 2006 Scholarship Retention by High School Preparation Level
for Fall 2005 TELS Freshmen in Public University Sector

Those retaining an Award Who Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	67%	65%	91%	62%
Females	70%	69%	92%	64%
Males	63%	60%	89%	58%
African American	57%	58%	83%	55%
Caucasian	68%	66%	91%	63%
African American Females	59%	62%	N/A	55%
African American Males	52%	47%	N/A	57%
Caucasian Females	71%	70%	92%	67%
Caucasian Males	64%	61%	89%	58%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	43%	46%	N/A	38%
Females	45%	48%	N/A	40%
Males	39%	42%	N/A	34%
African American	37%	39%	N/A	35%
Caucasian	46%	49%	N/A	40%
African American Females	39%	41%	N/A	38%
African American Males	29%	32%	N/A	27%
Caucasian Females	48%	51%	N/A	41%
Caucasian Males	42%	44%	N/A	36%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	24%	25%	N/A	22%
Females	28%	29%	N/A	22%
Males	23%	23%	N/A	22%
African American	21%	27%	N/A	14%
Caucasian	25%	25%	N/A	25%
African American Females	21%	22%	N/A	20%
African American Males	22%	29%	N/A	N/A
Caucasian Females	29%	30%	N/A	24%
Caucasian Males	24%	23%	N/A	25%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT

Appendix B
Fall 2006 Scholarship Retention by High School Preparation Level
for Fall 2005 TELS Freshmen in Community College Sector

Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	51%	52%	53%	48%
Females	53%	54%	60%	52%
Males	47%	49%	40%	42%
African American	46%	58%	83%	55%
Caucasian	51%	52%	53%	49%
African American Females	38%	44%	N/A	33%
African American Males	N/A	N/A	N/A	N/A
Caucasian Females	54%	54%	N/A	52%
Caucasian Males	47%	49%	N/A	43%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	N/A			
Females	40%	40%	N/A	39%
Males	35%	35%	N/A	34%
African American	28%	28%	N/A	28%
Caucasian	39%	39%	N/A	38%
African American Females	32%	32%	N/A	31%
African American Males	15%	18%	N/A	10%
Caucasian Females	40%	41%	N/A	40%
Caucasian Males	36%	37%	N/A	34%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	15%	14%	N/A	15%
Females	18%	20%	N/A	15%
Males	18%	20%	N/A	15%
African American	13%	13%	N/A	13%
Caucasian	15%	15%	N/A	15%
African American Females	22%	25%	N/A	18%
African American Males	N/A	N/A	N/A	N/A
Caucasian Females	18%	19%	N/A	15%
Caucasian Males	13%	12%	N/A	15%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT

Appendix B
Fall 2006 Scholarship Retention by High School Preparation Level
for Fall 2005 TELS Freshmen in Independent Colleges and Universities

Met ACT and High School GPA Standards				
	All Programs	HOPE	GAMS*	ASPIRE
Total	74%	74%	85%	67%
Females	78%	78%	87%	71%
Males	69%	68%	83%	59%
African American	67%	70%	N/A	66%
Caucasian	75%	74%	87%	66%
African American Females	75%	75%	N/A	78%
African American Males	48%	59%	N/A	36%
Caucasian Females	78%	78%	88%	70%
Caucasian Males	70%	68%	85%	59%

Met High School GPA Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total			N/A	
Females	57%	56%	N/A	59%
Males	41%	45%	N/A	33%
African American	57%	63%	N/A	53%
Caucasian	52%	53%	N/A	50%
African American Females	66%	74%	N/A	61%
African American Males	35%	38%	N/A	33%
Caucasian Females	58%	57%	N/A	59%
Caucasian Males	42%	47%	N/A	33%

Met ACT Standard Only				
	All Programs	HOPE	GAMS*	ASPIRE
Total	38%	38%	N/A	37%
Females	42%	45%	N/A	32%
Males	42%	45%	N/A	32%
African American	67%	50%	N/A	75%
Caucasian	36%	40%	N/A	25%
African American Females	N/A	N/A	N/A	N/A
African American Males	56%	20%	N/A	73%
Caucasian Females	36%	43%	N/A	13%
Caucasian Males	36%	38%	N/A	30%

* GAMS recipients must have at least a 3.0 gpa and 21 ACT